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# HISPANIA

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# HISPANIA

VOLUME I

May, 1918

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## LA PASIVA REFLEJA EN ESPAÑOL

Quisiera dar algunas ideas claras y elementales sobre este punto a los *Teachers of Spanish*. Para ellos escribo y no para romanistas. La práctica de la gramática histórica me va convenciendo de las grandes ventajas que se logran con sus métodos aun en la enseñanza no superior; si queremos que nuestros alumnos nos entiendan y no aprendan reglas vacías, hay que dar explicaciones históricas. Lo que al pronto parece un estudio excesivamente complicado y árido, resulta después agradable, y lo que es más, ahorrador de tiempo y de dificultades. Un ejemplo de ello me propongo dar a continuación.

La pasiva refleja comienza ya en latín. Hubo, por lo visto, en esta lengua gran resistencia por parte del pueblo a usar la pasiva, lo mismo que hoy acontece en español. Así por ejemplo, dice Plauto: *quae me amat, quam contra amo*, utilizando el giro directo en lugar del pasivo: *uxor me amat et amatur a me*.<sup>1</sup>

Esto se debía en latín a la misma causa que en español: a que nos interesa siempre mucho más la actividad de un agente que la receptividad del paciente. Cuando vemos un hombre que siega un prado, la forma mas inmediata de nuestra reacción lingüística es decir "el hombre siega la yerba"; y no se nos ocurre traducir nuestras representaciones con la fórmula: "la yerba es segada por el hombre." Esto concuerda con lo que dice Wundt que la pasiva

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<sup>1</sup>Es decir: "Mi mujer me quiere y yo a mi vez la quiero", en vez de "Mi mujer me quiere y es querida por mi". V. Schmalz, *Latcinische Syntax*, 1910, párrafo 230.

es en sí una construcción tardía que las más de las veces ha sido reemplazada por perífrasis activas.

Consiguientemente cuando el latín se abandonó al uso espontáneo del pueblo, las construcciones pasivas desaparecieron (*amatur, moneor, etc.*) y la función que desempeñaban estas palabras fué expresada por otros giros que no es del caso analizar, sino en lo que atañe a la tercera persona. En efecto, cuando se expresaba que un objeto recibía una actividad (esto sólo podía acontecer en la tercera persona), muchas veces no se decía el sujeto que la producía: *littera scribitur* "la carta es escrita," *hoc dicitur* "esto es dicho," pero sin expresar quien escribe o quien dice. En este momento sucedió un cambio fundamental, motivado por lo que decíamos antes de la resistencia con que el pueblo emplea la pasiva, y además por el carácter impersonal de esas frases. La conciencia popular buscó a pesar de todo un sujeto a quien referir la acción del verbo, y dijo *littera se scribit, hoc se dicit*, y convirtió así en sujeto psicológico y gramatical lo que hasta entonces había sido objeto psicológico; y fueron asimiladas estas construcciones a las reflexivas del tipo "él se lava," suponiendo que los objetos son capaces de la misma actividad que las personas.

Así pues, la pasiva refleja fué producida por un deseo de vitalizar las cosas, y únicamente el análisis descubre el carácter pasivo, dando una explicación lógica a lo que gramaticalmente no la tiene. Nótese a cuan profundo pensar se presta esta incongruencia entre la forma gramatical del lenguaje y las realidades que éste expresa.

En español tales construcciones se emplean sin trabas cuando se trata de objetos, y se prorroga así el uso del latín vulgar: "se cierra la puerta" "se miran los cuadros", y conforme a su origen la concordancia del verbo con el sujeto gramatical es de rigor. Con personas llegó a producirse alguna dificultad. Si decimos "se consultan los médicos", puede haber ambigüedad, pues no sabemos entonces si los médicos se consultan a sí mismos o si alguien va a consultarlos. Para obviar ese inconveniente, desde el siglo XV se usa la preposición *a* para indicar que la persona es el término de la acción del verbo, y no el sujeto. Es decir, al movimiento algo confuso y emotivo que creó aquella construcción, sucede ahora una reacción de análisis y claridad. De ello resultan frases del tipo, "se consulta a los médicos", en las que ya se ha roto la concordancia, puesto que *a* hace sentir gramaticalmente que

"los médicos" no es el sujeto; pero en cambio queda ahí el *se* como apéndice extraño, y que sin embargo no puede suprimirse. ¿Cuál es la función de este fósil? Únicamente indicar el carácter impersonal de la oración, lo mismo que en "se mira el cuadro". Gramaticalmente no se puede expresar quien mira; y como sucede en esos casos, surge enseguida la noción de alguien no expresado, vago e impersonal, que realiza la actividad del verbo. Recuérdese el carácter impersonal que tenían en latín *dicitur, legitur, etc.*

En estas oraciones el complemento de persona precedido de *a* es directo o indirecto según la naturaleza del verbo; en "se consulta a los médicos" es directo; y en "se paga a los acreedores", indirecto. Pero aunque sea así, al reproducir estos complementos por un pronombre, este pronombre es siempre *le, les*, en regiones y en escritores que no emplean *lo, la*, para el dativo: "se les consulta," "se les paga". Cuervo (nota 106 a Bello), piensa con acierto que en esta combinación *se le*,—en que *se* es gramatical e históricamente acusativo,—*le* ha recibido la función de dativo para separarse más claramente de las combinaciones "*se lo dió*", "*se la dió*", en que *se* es dativo de persona, y *lo, la*, acusativos de cosa, y también para evitar la reunión de dos acusativos como habría acontecido si se hubiese dicho "se los consulta a los médicos". Yo creo además que este uso de *se le* fué favorecido por los casos en que el pronombre reproducía el régimen de un verbo que pedía dativo como en "se paga a los acreedores". Cuando al verbo sigue un complemento de cosa acusativo, y otro de persona, dativo; "se da dinero a los pobres", al emplear un pronombre reproductivo, éste no podía ser sino *les*: "se les da dinero". Estos casos han influido sobre construcciones del tipo, "se consulta a los médicos" = "se les consulta". No me parece pues que se pueda decir en absoluto, como Hanssen (*Gramática histórica*, § 513) que sea dativo todo complemento con *a* del verbo en pasiva refleja; él cita "se invoca a los Santos". Es decir, que aun cuando en "se les invoca" *les* sea dativo, por analogía, lo mismo que en "se les paga", eso no impide que en "se paga al acreedor" el complemento sea dativo y en "se ve al amigo", sea acusativo. Una delicada complicación de estas construcciones.

La analogía que con tanta fuerza gobierna el lenguaje ha ampliado las posibilidades de estas construcciones. La función primitiva que indicaba que una cosa realizaba una acción ha ido esfu-

mándose, y ha predominado el significado impersonal de la oración. De ahí que el verbo pueda estar solo: "se canta", "se vive"; o modificado por un adverbio: "se come bien"; o recibir un predicado con valor adverbial; "se lucha seguro".

Como se ve en todos esos ejemplos y en sus análogos, el progreso que ha realizado nuestra construcción ha consistido en que el verbo ha pasado a ser impersonal (y como tal puede estar solo) o ser modificado por un adverbio o por un predicado que haga su oficio. Pero el *se* no ha llegado a despertar la noción de un sujeto y por ese motivo no se suelen usar aquí verbos predicativos, sobre todo *ser* y *estar*, meros vehiculos para predicar connotaciones de sujeto. No se debe decir: "se está contento en mi familia", "se era agradable", cuando nos proponemos dar a la oración un sentido de pasiva refleja e impersonal; y eso sencillamente porque no hay sujeto a quien referir tales predicados.

No obstante a veces se oye y se lee: "se está conforme", "se es simpático", etc. Aquí se trata de una influencia francesa,<sup>1</sup> cuyas oraciones con *on* influyen inconscientemente. Como en la mayoría de los casos coinciden ambas construcciones, y se puede traducir *on mange bien* por "se come bien", modernamente se traduce análogica e indebidamente *on est d' accord* por "se esta conforme". Pero esto no puede ser porque en francés *on* es un verdadero sujeto, reducción de la palabra *homo*, y en cambio *se* como hemos visto, es muy otra cosa. En español antiguo hasta el siglo XVI, hubo una construcción análoga a la franceca formada con *hombre*; *se* decía: "como hombre se viste", "hombre va hacia el río", correspondiendo exactamente *hombre* al francés *on* y al alemán *man*; pero de ello sólo queda rastro en algún dialecto. Hoy en esos casos empleamos *uno* (con limitaciones, sin embargo).

¿Logrará el uso generalizar las oraciones del tipo "se está contento"? Desde luego un extranjero debe guardarse de emplearlas.

Hay otra incorrección que se esta desarrollando modernamente, aun entre grandes escritores, de carácter bastante desagradable, y que consiste en poner el verbo en singular aun cuando la cosa que

<sup>1</sup>Sin embargo, en la época clásica se ha escrito: "asno se es de la cura a la mortaja" (*Quijote*, Diálogo de Babicay Rocinante, en versos preliminares); "Siempre se es el mesmo en su ánimo" (Luis de Granada, Guía de Pecadores). Pero es difícil decidir si el uso moderno continúa el antiguo en este caso o si se trata sólo de un galicismo. Probablemente, de ambas cosas.

siga esté en plural; por ejemplo: "se lee libros". Entre el vulgo de Hispano-América, se oye a menudo "se vende patatas," etc.

La explicación de ese giro creo que es ésta. En "se llama a los amigos" se ha visto un caso de complemento de persona con preposición; y cuando el complemento es de cosa, se han limitado a suprimir la *a*, juzgando que se trata de la alternancia "veo a Pedro" "veo el libro". Miguel de Unamuno escribe: "Hácese bastones' ya que no de papel de cartulina."<sup>1</sup>

El mismo giro se encuentra en Benavente y en otros excelentes escritores. Pero es muy de lamentar que tal vulgarismo se aclimate. Precisamente en las frases del tipo "se leen libros" se conserva pura la primitiva construcción románica que vino a actuar de voz media, voz que el indo-germánico había poseído, y para la que el latín no tuvo ya órgano morfológico; la conciencia popular siente perfectamente la concordancia en esos casos: ¿por qué pues introducir esas horribles oraciones de la clase de "se encuentra vagabundos" "se lee estas frases"?

Confundido por estas construcciones, un argentino, el Sr. Gabriel, ha consagrado un largo estudio a este asunto,<sup>2</sup> y se ha confundido completamente. No ha investigado la historia de estas frases<sup>3</sup> y llega a la consecuencia absolutamente inadmisible de que debe decirse "se lee libros". Su teoría no sería de temer si no coincidiera con el hecho de que grandes escritores leídos en América emplean alguna vez esa misma construcción, iliteraria y absurda si las hay.

Ojalá contribuyan estas breves páginas (que no aspiran a enseñar nada a especialistas en Filología española) a fijar algo las ideas sobre este punto en el amplio Círculo de los Maestros elementales de español y de los aficionados a estudiar nuestra lengua.

AMÉRICO CASTRO

UNIVERSIDAD CENTRAL  
MADRID, FEBRERO DE 1918.

<sup>1</sup> *El Sol* de 3 de febrero de 1918.

<sup>2</sup> *Nueva oración activa*. Revista "Nosotros." Febrero 1917.

<sup>3</sup> Tampoco ha consultado la bibliografía sobre la materia. Si hubiese leído el estudio de F. Hanssen, *La pasiva castellana* (Anales de la Universidad de Chile, 1912) es seguro que habría variado en su modo de pensar.

## HOW I TEACH FIRST-YEAR SPANISH

As head of Spanish in the Flathead County High School at Kalispell, Montana, my task is at the same time that of creating interest in things Spanish and of teaching the fundamentals of the language. This is the third year that Spanish has been given here and it is now offered in first, second, and third year classes. There is an attendance of some five hundred students, fifty of whom are enrolled for Spanish. The majority of these are young men attracted to the subject by the glamour of future South American travel or for purposes of business correspondence with firms dealing in South America. This popularity I find fostered by our far-sighted commercial department that strongly urges Spanish upon its students. Aside from a smattering of cowboy dialect acquired from wandering, Mexican *vaqueros* at the annual round-ups, there is no local background for their interest. A searching of the map of Montana fails to reveal a Spanish nomenclature; neither is there any reminder of Spanish life, tradition or history here as so richly abounds in California, New Mexico and other States.

Because of this lack of local setting I make it a point to bring before my classes many items of general interest not included in the regular assignment of lessons. This may be an explanation of the Castilian coat-of-arms on the cover of the text, the quoting and explaining of some Spanish proverb, an allusion to Cervantes or some other master of Spanish prose, or a question such as the following: What is the proportion of Spanish-speaking people in the world compared to English-speaking? Which city of South America is called "the Paris of the Andes"? Name the twenty-one countries of the Pan-American Union.

As I am so fortunate as to be the arbiter of the courses of study in my department, I choose rather to cover less ground in texts and give more time to daily drill in reading, conversation, and the all-important verb forms. The course covered in my first-year work includes the first twenty-four lessons of the Espinosa-Allen Grammar with the Roessler and Remy Reader for supplementary assignment. During the first six weeks the rules for accent and the regular verb forms are the topics of especial importance, during the second the principal irregular verbs are taken up, and after this,



correct habits having in the meantime been established, the remainder of the year is devoted to the mastery of separate points of grammar and to the increasing of vocabulary.

The necessity of thorough drill in teaching a beginning language cannot be overestimated, especially with high-school pupils, many of whom have not yet acquired the habit of concentrated study. The ability to use a foreign language is not generally acquired in less time than several months' residence in a foreign country, even by the aptest and most devoted student, and that where the ear is daily and hourly catching the idiom. Certainly much less can be expected of a person to whom the language is *terra incognita* and who never hears it spoken outside the classroom. Drill and much memory work are necessary. I assign vocabularies to be studied and insist upon their being learned, for a reading knowledge of a language by no means gives a speaking command of it. For the latter, vocabularies must be memorized as separate words or idioms, and conjugations so thoroughly assimilated that the desired form can be instantly summoned. Frequently for a surprise I call for a written lesson on vocabularies and idiomatic expressions. A favorite test lesson is a dictation of simple questions in Spanish to be answered in the same without being rendered into English. These are oftentimes taken from the conversational lessons in the grammar. In preparing the latter exercises I first allow the pupils to answer the questions with open books and while referring to their reading text for model answers. The day following they are answered from memory without difficulty.

Save to the exceptionally bright pupil, the single explanation of an idiom will not suffice to establish it with him as an usable form. Take, for example, the verb *saber*, as used in the Spanish meaning *to know how, to be able*. It is not only necessary to explain its meaning when it first occurs in the text, but to reiterate it in a dozen illustrations as *Sabe hablar español. La madre de María sabe cocinar*, etc., etc. *Tiene ganas de*—*to desire, to wish*, is another idiom which should receive similar treatment in order to fix it in the mind of the pupil. Every teacher knows a multitude of others.

Much is heard at present concerning the different methods of language teaching, especially the Direct Method. Every teacher's method is his own, which can and should be varied to meet the circumstances and exigencies of the class. I do not declare myself an

out-and-out advocate of the Direct Method, but I avoid translation as far as possible. I use the Spanish a great deal in classroom phrases from the beginning. The objection on my part to limiting the conversation wholly to the foreign tongue is that the student is thus checked from free and spontaneous questioning as to points of difficulty in his work, which is the opposite result from that the skillful teacher aims to accomplish. It is early possible to build original sentences on the text read, however, as well as on outside topics, and this I never fail to do as opportunity occurs. *¿A cuántos estamos?* I ask in making out my attendance slip and have, by this one question, indirectly taught the pupils the numbers up to thirty, the days of the week, the months and the correct reading of dates, as well as the Spanish equivalents for several of the holidays. On the first day of the semester I read to my two beginning classes the poem "La América" of Luis Rodríguez Velasco, with which all were much delighted, it being sonorous, picturesque, and easily comprehended, due to the number of words similar in sound and meaning to the English derivatives. Later I wrote the stanzas on the board to be copied and memorized and soon all could recite the poem with accuracy and spirit. In this same manner I have also taught them the words of two beautiful Porto Rican *danzas*, which are likewise much appreciated.

The question of accent is especially vital in the first-year class. I begin with a class by giving them the simplest rules for the correct accentuation of Spanish words and continue patiently and ceaselessly to call their attention to these until each and every pupil realizes in some degree at least what is meant by Spanish accent and instinctively corrects himself of mistakes when reading. In composition I lay equal stress upon the written accent, pointing out that a word is not correctly written if a required mark be lacking. Each exercise called for I correct with great care, and if it shows too great an expenditure of red ink I ask for it to be copied in the corrected form before I finally check it as completed. I teach correct phrasing and fluency in the answering of questions from the beginning, showing that it is quite as easy to acquire the language in this manner as haltingly and with sentences given piecemeal.

MATILDA F. ALLEN

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## GUÍA ESPIRITUAL DE ESPAÑA

### TOLEDO, LA CIUDAD IMPERIAL

Con tanta mansedumbre el cristalino  
Tajo en aquella parte caminaba,  
que pudieran los ojos el camino  
determinar apenas que llevaba.

Garcilaso, Egloga, III, e., 65.

Toledo es una llama que en la planicie de Castilla han encendido la fe en Dios y el amor a la tierra. En la roca viva está asentada la imperial ciudad. Es una roca gris y cárdena que vino a florecer en las riberas del Tajo, que la abraza dulcemente deleitado en amor, y se mira en él. Se halla apartada del mundo porque en su orgullo supo crearse una vida para sí y en su humildad no ambicionar más y recatarla. Lo fué todo en España y conserva de su pasado hombres y monumentos imperecederos. Fué amada de todos: la ciudad de las generaciones la llamaron los judíos de las diez tribus de Israel, la perla los moros, corona de España y luz del mundo la llama su hijo Padilla. ¿Qué tuvo Toledo que todos los pueblos hallaron en su corazón hospitalidad y vivieron confundidos, fraternalmente? Su cosmopolitismo en el sentir como su variedad en el paisaje, quizás puedan dar una razón de esto. Pues tan vario fué el uno y es aun el otro: el paisaje toledano es el Cid y Garcilaso a un tiempo, mezcla de épica y de lírica; las aguas del Tajo que son espejo de su áspera apariencia guerrera, entran a sus campos llevando la frescor que hizo florecer la vega en deleitosos jardines en cuya umbría, gustosamente, se recrearon ingenios de otras épocas en tranquilo solaz. Y esas mismas placenteras aguas, al pasar, templaban los aceros para la guerra. Sí, hay en el alma de esta ciudad mucho de su paisaje: de una parte, el llano inacabable, frío, monótono, gris, en cuyas lindes, hacia el lado de la Mancha, asoman Don Quijote y Sancho; de otra, las sierras arduas, agrestes de cerca, de lejos azuladas y finas como el acero de las espadas. Y en esta confluencia de sierra, llano y río se alza de la tierra la ciudad con los brazos al cielo. El aislamiento en que ha vivido nos asegura de la fuerza de su individualismo y de su fe

en él; apartada de la mar, de los valles, de los fáciles caminos, supo bastarse a sí misma ayudándose sólo de una naturaleza no muy espléndida. A veces, parece ello renunciamiento; otras soberbia; pero una u otra muestran la energía de su espíritu, tan ardiente como la cruda luz que recibe del cielo la cual lo esmalta todo dibujando los contornos con una sequedad cortante. El gris castellano se torna en Toledo fuego, color de llama, que avivan desde la lejanía los mil puntos blanquecinos, como brasas, de las viviendas de la judería, trepantes cerro arriba, como si temieran hundirse en las linfas del rumoroso Tajo que pasa sin prisas, gozándose en bañar las faldas del glorioso cerro en cuya altura percharon las águilas del Imperio.

Obra contradictoria son en su paisaje, los Cigarrales y la Vega que los unos son ásperos, cenicientos o violados, donde la luz incendia la tierra de cuyo calor nacen ardorosas fragancias mientras la otra es suave, parca en boscajes, pero regalada con la fecundidad del terreno y el canto del agua. La Vega es el día en su esplendor, con dilatados horizontes y el sol en alto, alanceando las olmedas para pintar el suelo de azul y amarillo; los Cigarrales son el crepúsculo, el día que nace o la noche que viene, cuando canta un pájaro invisible y sabemos de la gente por una columnita de humo que en la calma sube recta al cielo delatando una casa solitaria. Estos dos tonos del paisaje, el serrano, desolado, áspero, y el del valle, atrayente, con los sotos ribereños, parecen resumir el alma castellana que lleva juntas, indiferenciadas, la adustez con la cordialidad, como están en las leyendas de los campos de La Sagra las cuales viven como la yedra, pegadas a los muros ruinosos o a los viejos palacios.

Karleto y Galiana, con el alma en pena del infeliz Bradamante, rondan aun en las noches de luna los tristes muros del castillo de Galafre, lo único en pie del palacio y los jardines de la huerta del Rey. Los bueyes pasan de otoño en otoño uncidos al arado por aquellos herrenes de leyendas de amor, abriendo las hazas que ondulan la tierra como un mar, y respetan como una isla las paredes del castillo para mantener en constante memoria la romántica historia del príncipe francés y la bella dama mora. Así van besando las aguas del Tajo, tornando después onduladas hacia la corriente, la estancia de Florinda la Cava en quien el Rey Rodrigo, para su mal, puso su amor. Como el brazo desclavado del Santo Cristo de la

Vega sigue jurando por el honor de Inés de Vargas contra la bellaquería del Capitán Diego Martínez. Melancólicas páginas estas del pasado, donde la fe exaltada y un candor primitivo han dejado el perfume de su poesía con el cual nos regalamos en estos tiempos tan prosaicos.

Arriba la ciudad con sus campanarios, agujas, torrecillas, azoteas, miradores, mezclándose el gusto cristiano con el oriental. Todo un conjunto apiñado de casas humildes, palacios, conventos, iglesias, sobre el cual reinan la catedral y el alcázar.

Toledo es hoy el resúmen de la España pretérita; la vida española que huyó ha dejado sus huellas en los caminos a la ciudad, en los campos de la redonda, y parece haber venido a refugiarse en la sombra de estas calles, en las casas cerradas, en las naves de las iglesias. El tiempo ha ido pasando, transformando los hombres, la vida, el sentir, pero Toledo sigue como fué; tan fuerte es el espíritu suyo que ha vivido inmutable; consciente de su esplendor dijérase que ha preferido vivir de los recuerdos a borrarlos para dar entrada a un presente incoloro, sin sustancialidad. Por eso ver Toledo es difícil, y sentirlo más aun. Toledo no está solo en su apariencia; necesitamos abstraer el espíritu y muchas veces cerrar los ojos para ver mejor uniendo la sensación al recuerdo para apreciarlo como es. Saber de una ciudad no es verla sino percibirla en su multiplicidad, diferenciarla y, en ésto, como los hombres, las ciudades tienen horas, momentos propios. Buscarlos toca al viajero si pretende juzgar serenamente o persigue una emoción sincera. En las viejas ciudades, el elemento interesante parece ser lo externo, su aspecto, aquellas obras en donde vivieron afanados la multitud o un gran artista para producir algo monumental que los años avaloran de día en día: cosas bellas, viejas al lado de otras nuevas sin mérito ninguno; épocas diferenciadas en suma. En Toledo no ocurre eso: todo parece de un mismo instante; sólo el tiempo es quien ha tenido piedad o cuidado de las cosas, los hombres se han limitado a dejarle hacer; por eso el alma de Toledo está en su ambiente, en los palacios como en las casas de la judería, en la Catedral como en el más recóndito convento y en sus calles estrechas como en las plazas desiertas. En esta soledad no turbada estamos viendo una población que nos es familiar, que conocemos todos: soldados que van o vuelven a Flandes o Italia, dignidades de la iglesia, mercaderes judíos, hombres de letras, regu-

lares con sus pardo sayales, pícaros, labriegos de La Sagra. . . . Es todo el mundo pasado que resucita y vuelve a sus mismos afanes, a las mismas calles, con idéntico nombre aun, a las mismas casas, a las mismas iglesias. Es un mundo de hombres conocidos que vive en nuestra alma porque hicieron nuestra historia. Algunos de ellos son hoy tan universales como españoles; dejaron en sus hechos o en sus libros un legado puramente ideal que vivirá mientras vivan espíritus delicados. ¿Qué emociones más inefables las suscitadas por recuerdos históricos o lecturas clásicas al verse enfrentados ahora con los lugares de su acción! Es otra vida que vuelve. Toledo ofrece como ningún otro pueblo esa melancólica posibilidad. De otro modo la ciudad es fría, como una vieja joya anónima de la cual solo podemos admirar sus colores y la habilidad del artífice; pero si a ello añadimos el saber a quien perteneció, ¡cuánta emoción más! Las evocaciones adquieren cuerpo, se realizan y logra el alma asomarse al pasado, raro y delicioso placer. Así es posible llegar a la posesión del secreto de Toledo, donde para Maurice Barrès, apasionado admirador suyo, se confunden las cosas más ardientes y tristes del mundo. Tristeza y ardor, decimos nosotros, que aun andan mezclados en el carácter español, si bien ahora no brillan en los ojos, como acontecía a los caballeros de Dominico el Greco.

Hemos percibido en Toledo lo que no es posible en otra ciudad de España: cómo fueron otros siglos, cómo se vivía, se trabajaba, se rezaba, se divertían y, lo mas difícil quizá de comprender, cómo se sentía. Los toledanos son como sus piedras: orgullosos de su pasado, disienten del sentir de hoy y siguen como antaño. A unos pasos viven de Madrid; invadidos se ven a cada instante por gentes de todo el mundo; pues bien, con ello su carácter se afirma, se enraíza más a la roca, temiendo, como las casas, irse al río rodadero abajo. Para mí, cada toledano lleva su alma rodeada de un Tajo, sobrepujado por los agrestes Cigarrales, pero con su vega, que es el lado abordable, risueño y placentero. Los hombres, las casas, las calles, el son de las campanas, todo vive acordado en este alcor. Las casas toledanas tienen un aspecto ceñudo, de cárcel y de convento, creo que decía Théophile Gautier. Desde fuera no las quisiéramos para vivir, pero si acertamos a entrar nuestro juicio cambia radicalmente, como el que tenemos de los hombres juzgados sólo por su porte. Tras el porche, blanco de cal, enguijado, des-

tartalado y sombrío, se abre una puerta a un mar de luz, el patio, medio pintado de oro por la luz del sol y entoldado por el azul del cielo. En aquella calma todo es sedante: abajo, cosen las mujeres o labran con deshilados o cristillos unos de aquellos lienzos crudos guardados en las arcas que todavía engalanan en los días grandes de boda o de bautizo, al estilo antiguo, las sobrepuestas y vasares; arriba, en la galería que rodea al patio sostenida por columnas de mármol que hablan de un esplendor remoto, la charla animada de otros vecinos o el lento acompasado ir y venir de un clérigo de negra sotana que proporciona ejercicio al cuerpo dándole a un tiempo al alma el pasto espiritual de un libro de devoción. Más arriba aun, en el cielo, pasan unas nubes, blancas inflamadas en parte por el sol de la tarde.

Así debió de ser Toledo como es. Para nosotros, su sentido tradicional tiene el mérito de no ser hijo de la negligencia sino de un razonado sentir. Toledo se venera a sí mismo. Y este amor, que es en los hombres condenable, en las ciudades lo consideramos como la mejor de sus virtudes.

Roca arriba se asientan, casi colgadas, pequeñas casitas blancas, pardas; van en oleadas, embutidas, sobremontándose, escalando el lugar donde culmina la flecha de la Catedral con las tres coronas del Primado de las Españas. De lejos, la población parece un inmenso panal cara al cielo; al entrar en la ciudad la impresión se afirma. Sus calles no parecen tal, son un laberinto, estrechas, tortuosas, quebradas; van trepando los ribazos o evitando las hondonadas para recojerse a veces en una casa; (no son extrañas en Toledo las calles que entran en las casas y allí mueren, en el patio, fatigadas en un absurdo zigzaguar por toda la ciudad.) Estas calles son una dificultad insuperable; mejor que una necesidad parecen un modo de evitar que vivan todos en una misma casa, y tal falta de expansión quizás explique por qué las diferencias de raza fueron menores en Toledo, y árabes, cristianos, judíos, moriscos, muzárabes vivían todos juntos sin estorbarse mucho, tolerándose. Inesperadamente, en una red de callejuelas se abre una placeta y en ella se alza un palacio señorial, escudo en la fachada, ventanales con hierros góticos y puertas claveteadas. ¿Quién vivirá en él? De la ancha puerta sólo se abre el postigo; balcones y ventanas celados siempre por espesas celosías orientales. ¿Qué misterios habrá que ocultar? ¿Quién necesitará de aquella paz

conventual? Quizá en sus salones vastos no viva más que un viejo hidalgo de no mayor hacienda que la del amo del Lazarillo; o tal vez una dama vive en semejante soledad mortificando su existencia con el recuerdo de personas idas. ¿Será posible pasar la vida voluntariamente en una casa cerrada de una plaza desierta? ¿De quién y cuáles serán las hazañas contadas por los cuarteles del escudo? . . . En el centro Toledo es más solemne, en los arrabales más abierto a la vida. En ellos están aun las viejas posadas y paradores. Cercana al Zocodover—el mercado redondo—pasada la Puerta de la Sangre, en cuyos escalones dormitan y esperan los Lázaros de hoy, está la más famosa, la del Sevillano. Allí paraba Cervantes cuando iba a Toledo; quizá desde las galerías del patio sorprendería a Diego de Carriazo y Tomás de Avendaño. No es difícil hoy todavía admirar a alguna otra Costancica afanada en los menesteres de la misma posada a la que siguen viniendo a parar los vinateros de Yepes, nueceros de Tendilla, cosecheros de Vargas, aceiteros de Oropesa. . . . Las cántaras de Talavera de la Reina y del Puente del Arzobispo siguen subiendo el agua del Tajo a lomos de los borricos por la cuesta del Cármen. Siguiendo por las afueras, hacia el Norte, en una casa caída nos cuenta una inscripción que fué aquel el solar del guerrero y poeta Garcilaso de la Vega, gentil amador, dechado de soldados que hizo honor a las armas y las letras. No lejos aparece una puercecita humilde de una casa retirada; es el convento de las Carmelitas. Allí posó una noche, y desde entonces no se ha movido, una bandada de palomas blancas que levantó el vuelo en Pastraña asustada su inocencia por el desenfado de la princesa de Eboli. La dulce madre Teresa de Jesús escondió a sus hijas, arrostrando la destemplanza del Rey. En el callejón del Tránsito está la casa de Dominico el Greco; su taller miraría a los Cigarrales y su amor a los colores caientes se templaría en las soberbias puestas de sol contra la roca. Cerca de su casa está Santo Tomé con el Entierro del Conde de Orgaz, obra maravillosa donde los caballeros principales del Toledo de entonces se muestran en cuerpo y alma. No lejos el palacio del moro Ambron en ruinas casi, pero viviendo en él la siniestra leyenda del banquete y los 400 degollados.

Id a Toledo, pero llevando por guía el corazón y el recuerdo de clásicas lecturas castellanas. Es lo necesario para conocerlo.

Nada tampoco hemos experimentado en las ciudades españolas



como en Toledo a la hora del amanecer. Cuando las primeras luces del día quiebran las sombras, dijérase que una bandada de pájaros de bronce se cierne cantando sobre la ciudad: son las parroquias, la Catedral, los conventos, saludando al nuevo día con la oración del alba. Es una de las horas más bellas en este pueblo. En el río flota una suave niebla, los caminos comienzan a salir de las sombras rayando los campos, la luz nueva pone oro en los cristales, el aire es claro, el cielo trasparente, las sierras violáceas. Es la hora de la sinceridad, cuando la ciudad dormida lanza al mundo lo más secular, lo eterno, y despiertan los oficios, pasan los arrieros, bajan al río los aguadores, se apresuran los clérigos, se oyen los gallos y las viejecitas, tocadas de negro, devotas de todos los santos, con paso menudito, van a suspirar en las naves desiertas de la Catedral donde la luz naciente que se entra ventanales abajo, lucha con las llamitas encendidas de las capillas y los exvotos. Unos clarines estridentes se oyen de la parte del Alcázar llamando a la tropa. Las campanas siguen sonando graves unas, argentinas otras, a las lejanas, presuradamente, y aquella salmodia la van acordando los altibajos de la roca y la profundidad de las calles. La luz apaga este sonar y, a poco, sólo quedará predominando la campana de la Catedral que lleva a todo el pueblo y al campo el melancólico toque de la misa mayor. Cuando es pleno día se esfuma un tanto esta realidad anacrónica.

En la tarde, lo más grandioso de Toledo es el órgano. La Catedral comienza a sumirse en sombras, las naves a elevarse en el oscuro, los haces de columnas se adelgazan, una lumbrarada de sol enciende unos momentos los vidrios de colores de un ventanal para apagarlos enseguida, dos cirios arden en una capilla, en el coro suena rutinario el canto de los canónigos y el templo está desierto. Al acabar la monótona canturia del cabildo, un estallido de mil voces concertadas pueblan el ambiente y traen al alma todo el fervor de una creencia. Parecen abiertas las puertas de la gloria; un don del cielo ha bajado a la tierra. El órgano hace el milagro de iluminar aquella fría oscuridad de panteón. Poco a poco van apagándose también estas voces celestiales, quedan unos instantes temblando unas flautas que son como el caer de un hilo de agua en un estanque y enseguida, de la fiesta musical, sobreviven unas graves vibraciones que nos conturban y nos ponen delante, agudo, el misterio de la vida.

Jamás conoceremos Toledo sin sentir en él estas pequeñas emociones. Toledo es bien español, lento en concederse, pero cordial si llegamos a él con buena voluntad. Por eso los viajeros que le ven de tren a tren hablan mal de sus calles, de la gente, de su sol. ¿Qué saben ellos?

Sobre todas las cosas de Toledo hay una cualidad bien distintiva, que es la señorial. No sabemos de donde dimana, pero es posible percibirla siempre. Su imperialismo se nos antoja que pasó de su política a su alma y los mismos cardenales suyos, perduran en la historia y en la tradición más con la señorial altivez de un soldado que con la recogida unción de un ministro del Señor. Como Segovia es melancolía, Avila misticismo, Burgos la epopeya y Salamanca el renacimiento, Toledo es la apostura castellana gallardamente soberbia, pero no desprovista de amable cortesía.

Cada vieja ciudad española ha conservado hasta ahora mucho de su antiguo sentir. No sabemos si es un mal o un bien, pero, lo indudable, es la emoción pura que produce a quienes son capaces de llegar a ellas y comprenderlas.

Obra de siglos, de duras y heroicas empresas ha sido la de estos pueblos. Seamos sensatos para verlos; no pretendamos halagar nuestros gustos en ellos queriendo que sean un eco nuestro. Hay un arte de ver las viejas ciudades para el cual no es necesario ninguna preparación sino llevar el corazón por delante y ser espléndidos en generosidad. Son otras tierras, otros hombres, otros cielos. Queramos entenderlos.

Tal suerte le cupo a una ciudad andaluza con un extranjero; y ella aumentó la fama de él y él extendió por el mundo la de ella. Esta mutua cortesía se contiene en un libro de un americano, "The Alhambra" de Washington Irving.

Toledo, como cada ciudad castellana, merece un hombre así.

RAMÓN JAÉN

## BRIEF ARTICLES AND ANNOUNCEMENTS

### UNA PROPAGANDA IMAGINARIA

Gran polvareda se ha alzado en Nueva York con motivo de una controversia desagradable, que al fin resultó de provecho, aunque habrá de dejar malas impresiones.

Nació un rumor de donde nacen todos los rumores: del vacío y de la ociosidad. Vacío de cerebros y ociosidad de espíritus. Alguien lo acogió, llegó a la prensa y, como el humo, cundió por el espacio. ¡Ojalá que, como el humo, desaparezca, y que deje siquiera una buena lección; la que encierran los viejos proverbios castellanos: "Al buen callar llaman Sancho," y "En boca cerrada no entran moscas".

Díjose, y se repitió, y se dió a la prensa, que los profesores de alemán, despechados de ver sus salones vacíos, temerosos de que sus cátedras quedaran vacantes como forzosa consecuencia de la vacuidad de sus aulas, y sintiéndose obligados por inclinación desleal a combatir a este país, atacando a uno de sus aliados, dieron en el tema de arrebatar a las cátedras de francés sus estudiantes y conducirlos como incautos corderillos—¡mire usted qué chuscada!—no al matadero ni una escuela de germanismo, sino adonde menos se le pudiera ocurrir al tonto más huero de mollera: a las cátedras de español. Y hete aquí cómo al vaciarse los cursos de alemán, estos empecatados hispano—parlantes hicieron su agosto y se vieron en la opulencia . . . !

¿Cómo explicar esta propaganda realizada con tan aviesos fines? Pues muy sencillamente: Los alumnos de los cursos de francés aprenderían con el idioma, la historia, los ideales y todas las bellas cosas de Francia y se convertirían en enemigos acérrimos de Alemania. Para evitarlo nada mejor que mandarlos a las clases de español. ¡Como España no tiene historia, ni ideales, ni cosas bellas, cádate que quien estudie el español resultará un prusiano rematado!

Una investigación cuidadosa ha demostrado que los rumores tenían una base tan sutil como el hilo de una telaraña y tan inasible como el humo de un cigarrillo turco.

Los hechos demuestran que las clases de francés han cre-

cido notablemente al declinar las de alemán; que no ha existido tal propaganda; y que de haber existido hubiera sido tan innecesaria como estúpida. Innecesaria, porque el español se ha impuesto por sus propios méritos sin ayuda de nadie; estúpida, porque la abundancia de alumnos de español en nada puede ayudar a los maestros de alemán.

Por lo demás, esta discusión ha servido para demostrar de una manera patente que el español tiene bellezas que no ceden en nada a las de ninguna otra lengua del mundo; que los ideales españoles son tan altos como lo pueden ser los de dieciocho repúblicas de América fundadas en instituciones análogas a las de este gran país, y como lo pueden ser los de la gran nación española, la leona madre de estos dieciocho cachorros, la nación en donde se han dicho cosas tan bellas y tan grandes como las que llenan el siglo de oro, y como las que se dicen ahora, en estos años no desmerecedores de aquella gran centuria. Se ha demostrado que, si a comparar vamos, en lo que más puede gloriarse Francia, por lo menos, en lo que más suele ser alabada, que es en su literatura, tiene que reconocer deudas antiguas, y no pequeñas, contraídas con España; y que, en materia mercantil y, sobre todo, en materia social, el español tiene que ser, por la fuerza lógica de los hechos, lengua que sólo ceda la primacía al inglés en nuestros establecimientos de enseñanza.

Es de explicarse que no pocos catadráticos de francés estén tristes por los protectores que les han salido. Pero deben tranquilizarse. Estas imprudencias no desdoran en nada ni al respetable conjunto de catadráticos, ni implican menoscabo en la admiración que la bella lengua de Francia inspira justamente a todos, y a los maestros de español no menos que a los mismos profesores de francés.

GUILLERMO A. SHERWELL

Presidente del Capítulo Neoyorquino de la Asociación  
Americana de Profesores de Español.

#### UNA GRAMÁTICA DEL SIGLO DE ORO

El año 1623 se publicó en Londres una Gramática de la lengua castellana, titulada *Arte breve y compendiosa para aprender a leer, escribir, pronunciar y hablar la lengua española*. El autor de esta obra, Juan de Luna, examina la cuestión del "método natural" (¡en

el siglo XVII!) sin emplear esta fórmula, por supuesto. En su opinión la teoría de que es mejor aprender una lengua "sin reglas es contra toda razón".

Sin embargo, Juan de Luna considera más importante el buen maestro o profesor que el libro de que se vale, y en esto tiene razón. Léase lo que dice Juan de Luna en su *Arte breve y compendiosa*:

"El provecho que de esta arte sacarás, no lo puedes conocer si no has estudiado algún tiempo sin ella, y experimentado la falta que te hace el carecer del conocimiento de estos verbos irregulares, y sin duda saldrás del error en que muchos están creyendo ser mejor aprender una lengua sin reglas, lo cual es contra toda razón; porque las reglas, fuera de que facilitan el camino, hacen que no se olvide tan presto lo que una vez se ha aprendido, y que después de olvidado, por medio de ellas por sí mismo pueda cada uno reparar la falta.

"Esta opinión errónea de que es mejor aprender una lengua sin arte, la fomentan muchos maestros de ella, que no sabiendo ellos ni entendiendo las reglas, dicen ser mejor aprender por un discurso familiar.

"Digo, pues, que para aprender bien una lengua se ha de buscar una buena gramática, buenos libros, y un buen maestro.

"El buen maestro es el todo, para aprender una lengua; la elección del cual no se ha de hacer sin que preceda la calificación de alguno que hable bien, porque no todos los que enseñan las saben enseñar, y así el mayor error que uno puede hacer es aprender una lengua de quien la habla mal".

E. C. HILLS

#### SPANISH THE LANGUAGE FOR AFTER-WAR BUSINESS MEN

Why is Spanish a very important study for the college student? Why will it prove a valuable money-earning asset at the termination of the present world crisis?

Let us glance backward and see what steps have been taken to develop the Latin American trade relations. First, aroused by the agitation of newspapers and export journals, far-seeing American corporations and export houses have established business connections by dint of persistent and individual effort.

Secondly, the construction of both the Panama Canal and the Great Pan-American Railway has stimulated an active interest. Do you realize that the distance between New York and the Pacific ports of South America has been shortened 5000 miles? Do you realize that when the Pan-American Railway is completed it will extend from Canada to Patagonia, a distance of 10,000 miles? At present 6,500 miles have been completed and the remaining 3,500 miles are either under construction or projected. Now one can go from New York to Guatemala by rail. Banking and steamship facilities are being steadily developed. These important factors spell to the intelligent mind how enormous will be the economic development of Latin America in the present century.

Thirdly, the European War. How was Latin America—and by Latin America I mean twenty Latin American Republics, 65,000,000 people—affected by the war? The salient effects were as follows:

First, the commercial relations of the Latin American importers with Europe were broken off suddenly and in the case of Germany and Belgium were completely severed.

Secondly, the European market for Latin American products was adversely affected, in fact, rudely terminated. Chaos reigned supreme.

Thirdly, this international situation caused the awakening of a real interest on the part of the government and the people of the United States in Latin America and vice versa.

This new interest has placed emphasis upon the geographical segregation and the necessary commercial unity of the countries in the western hemisphere. The importance of the trade of the United States and Latin America has not been exaggerated, as is so often declared. This is shown conclusively by the fact that this commerce has increased nearly one hundred per cent in the last eight or nine years, and is still increasing. Where will be the field of commercial opportunity, endeavor and activity at the conclusion of the great conflict? It must be very evident to any thinking person that it will require some years of rehabilitation on the part of Europe to remove the vivid vestiges left by the ruthless, devastating engine of war. Pause and think of the innumerable industrial plants and commercial establishments throughout the United States straining their resources to the utmost in the out-

put of war necessities; in what direction will they for the most part bend their energies when this old world of ours assumes its normal aspect?

The clear thinkers, the students who can understand that in the present we are making the future, have seen the hand-writing on the wall, that during the next decade the Spanish language will be of more practical value to the average young American than any other modern language with the exception, of course, of our own glorious tongue.

How many years is it advisable to study the Spanish language? The first year the foundation of the lingual edifice is laid; we are initiated into the mysteries of grammar, composition and conversation. The second year we continue the erection of our "building" slowly and surely, working from the abstract to the concrete; we assemble to a practicable, working force the knowledge assimilated in the previous year. We are beginning to become conscious of our growing power and of the great value of our increasing knowledge. The third year, with increased vigor and great spontaneity of interest, we culminate our study with the most practical work possible. Now we have a personal satisfaction that we possess an inserting wedge, possibly a foundation for a very successful business career.

In conclusion, I wish to say to those students who are intending to enter the different ramifications of the professional or business world that *common sense and sound judgment* indicate that the Spanish language, either in the United States or in Latin America, will be a stepping-stone for their future progress and advancement at the termination of the war.

GEORGE F. MCCARTHY

BOSTON UNIVERSITY, C. B. A.

DEPARTMENT OF EDUCATION, NEW YORK CITY, ANNOUNCEMENT

Department of Education, City of New York,  
July 2, 1917.

*To Teachers of Spanish:*

There is need in the high schools of this city of experienced teachers of Spanish. The number of students who elect this language is rapidly increasing and the number of candidates for li-

censes to teach Spanish does not keep pace with the increase in positions. For that reason it is thought desirable to place before you the advantages open in our schools to well trained teachers of that language. These may be enumerated as follows:

(1) A schedule of salaries that is equaled by that of few cities of the United States. This schedule begins at \$900 per annum and reaches the maximum of \$2,650 per annum. The annual increase after \$1,300, the fourth-year salary, is reached is \$150. Credit is given for school service satisfactory in quality and character prior to entrance into New York City schools. Service must be approved in order that further advance in salary may be had at the end of the sixth year and at the end of the ninth and twelfth years.

(2) Teachers are appointed for a probationary period of three years, and thereafter enjoy a permanent or good-behavior tenure.

(3) A teacher of experience and ability who has rendered a number of years' service in the city schools may qualify in the examinations given at occasional intervals for license as "first assistant teacher," and upon appointment as such may attain the maximum salary of \$3,150. Separate departments of Spanish are gradually being formed in the various high schools. There are 24 high schools at present in this city and there are but three first assistant teachers whose specialty is Spanish. The likelihood seems strong that in the next several years a number of first assistants in Spanish will be needed.

(4) A liberal and sound pension system for New York City teachers has recently been created by State law. This law permits the retirement of a teacher on half-pay at the end of thirty-five years of service (including accredited service in schools outside of New York City) or at 65 years of age, provided he shall have made such contribution to the pension fund as the table of rates requires.

(5) New York City provides exceptional opportunities for the teacher of Spanish who is ambitious to improve his knowledge and his ability to use the Spanish language. The Hispanic Society of America, a richly endowed organization, has here a beautiful museum of Spanish art and a library of Spanish books and manuscripts which is without equal outside of Spain. There is here a large Spanish-speaking population with its churches and nu-



merous societies. This city is the chief center of the export and import trade between Spanish lands and the United States, and the Spanish-American business houses are very numerous. Able teachers of Spanish may find many opportunities to teach that language in evening schools, especially in the evening high schools conducted by the Board of Education, in which schools, as well as in the day high schools, there has been marked lack of Spanish teachers during the past four years. The salary for service in these schools is five dollars per evening of two hours, and there are 120 sessions per year.

THE BOARD OF EXAMINERS

500 PARK AVENUE, NEW YORK CITY

MODERN LANGUAGE ASSOCIATION OF AMERICA: REPORT ON  
SYLLABUS FOR SPANISH

Presented December 27, 1917

The committee appointed to revise the proposed course in Spanish (originally recommended in 1910) begs leave to present the following statement, covering a four years' course in secondary schools or a two years' course in college. The elementary course corresponds to the first two years in secondary schools or to the first year in college; and the intermediate and advanced courses correspond to a third and a fourth year respectively in secondary schools or to a second year in college. It is assumed that in secondary schools there will be four or five recitations a week, for at least thirty-two weeks of each year.

In view of the fact that, in our Western Hemisphere, Spanish is the language of millions of men with whom we have many interests in common, it is urged that teachers call the attention of students to the more striking variations of pronunciation from standard Castilian which are in use in Spanish-America, that some of the textbooks be by Spanish-American authors, and that the textbooks embrace works dealing with the geography, history, and customs of Spanish-America as well as of Spain. Moreover, practical considerations arising in connection with the study of Spanish in this country suggest a certain amount of attention to the training of students in commercial correspondence and usages; teachers are advised to pay regard to such considerations, avoiding, of course, undue specialization in the premises.

The desirable aims and methods of instruction in Spanish may be summarized as follows:

#### Elementary Course

The primary purposes of the elementary work are to teach (a) accurate pronunciation of Spanish (as spoken in both Spain and Spanish-America), (b) the understanding of spoken Spanish, (c) the translation of simple, idiomatic English phrases and sentences into their equivalent simple, idiomatic Spanish, (d) the expression in spoken Spanish of ideas about the usual experiences of life and also about the content of the texts used in the class. Some of the methods to be followed are: (1) reading aloud by both class and teacher, (2) dictation by the teacher, (3) memorization by the student of Spanish passages of conversational prose and of simple verse (fables, etc.), (4) translation, oral and written, of English into Spanish, with much use of English sentences based on a Spanish text, as well as of a composition-book, (5) questioning the class in Spanish about the material provided by the grammar, composition-book, reader or text, and requiring answers in Spanish. Readers or literary texts should not merely be translated into English; students should be trained to reproduce in Spanish the ideas which they have translated and others like them. All this is to be accompanied by constant drill in the rudiments of grammar and, especially, in the inflection of the verb.

Books: *First half*: A grammar; an elementary reader.

*Second half*: A grammar; a composition-book; simple texts (200 pages).

#### Advanced Course

The advanced work should be a continuation of the elementary work, with certain added features, such as (a) conversation and, in general, much expression in spoken Spanish of connected ideas and (b) the translation of connected English prose into Spanish. Some of the advisable methods are (1) the discussion in Spanish by the class of the content of the texts read or of the main facts of Spanish or Spanish-American geography, history, and customs, for the study of which the teacher will provide the material, (2) the preparation of résumés of Spanish material, which the students deliver in writing or give orally in the class-room, (3) the reproduction, orally or in writing, of Spanish anecdotes, jokes, or newspaper articles, told or read to the class by the teacher, (4) the

writing of themes and letters in Spanish about events of current or personal interest or about the books which are being studied in class, (5) the use of a composition-book. All this is to be accompanied by continued review of the grammatical rules with particular attention to the verb system and to salient facts of syntax.

Books: *First half*: A grammar; a composition-book; intermediate texts (300-400 pages).

*Second half*: A grammar; a composition-book or, possibly, a manual of commercial correspondence; advanced texts (400-500 pages).

Repeating the reserves already established by the committee of fifteen for French and German (see *Publications*, vol. XXVI, no. 1, p. xiii), to the effect that the list is invested with no canonical authority and is intended to be merely suggestive of standards, this committee ventures to propose the following

#### Typical Texts

- 1st Year*: A carefully graded reader for beginners; Juan Valera, *El pájaro verde*; Pérez Escrich, *Fortuna*; Altamirano, *La navidad en las montañas*.
- 2nd Year*: A collection of short stories by different authors; a collection of brief comedies; a collection of easy lyrics (Spanish and Spanish-American) or of verse fables; a Spanish or Spanish-American historical reader; Alarcón, *El Capitán Veneno*; Carrión and Aza, *Zaragüeta*; Frontaura, *Las tiendas*; Quintana, *Vasco Núñez de Balboa*; Jorge Isaacs, *María*; Palacio Valdés, *José*; Mármol, *Amalia*.
- 3rd Year*: Taboada, *Cuentos alegres*; Isla's version of the *Gil Blas*; Selgas, *La mariposa blanca*; Pérez Galdós, *Doña Perfecta*; Palacio Valdés, *La Hermana San Sulpicio*; a collection of essays dealing with Spanish or Spanish-American life and customs; Moratín, *El sí de las niñas*; Larra, *Partir a tiempo*; plays of the Alvarez Quintero brothers; plays of Benavente.
- 4th Year*: Novels of Blasco Ibáñez, Fernán Caballero, Pardo Bazán, Pereda, and Valera; Cervantes, *Don Quijote* (selections); plays of Benavente, Bretón de los Herreros, Echegaray, García Gutiérrez, Gil y Zárate, Gómez de Avellaneda, Hartzenbusch, López de Ayala, Martínez Sierra, Núñez de Arce, Pérez Galdós, Tamayo y Baus; an anthology of verse; Bécquer (selections).

The Committee also urges every secondary school in which Spanish is taught to have in its library several Spanish-English and English-Spanish dictionaries, the dictionary of the Royal Spanish Academy, and such manuals of the history of Spanish and Spanish-American literature as those of Fitzmaurice-Kelly, Ticknor, and Coester.

Respectfully submitted,

J. D. M. FORD, *Chairman*  
 J. P. WICKERSHAM CRAWFORD  
 E. R. GREENE  
 R. H. KENISTON  
 F. B. LUQUIENS

#### COMMITTEES APPOINTED

President Wilkins has appointed the following committees which are to report at the next annual meeting:

##### COMMITTEE ON REALIA FOR A TWO YEARS' COURSE IN SPANISH:

Chairman, Sr. J. Moreno-Lacalle, U. S. Naval Academy, Md.; Miss Ella A. Busch, High School of Commerce, New York City; Mrs. Mary F. Cox, High School, Los Angeles, Cal.; Miss M. C. Dowling, Mission High School, San Francisco, Cal.; Prof. Guillermo Hall, University of Texas, Austin, Texas; Prof. R. N. Gearheart, Louisiana State University, Baton Rouge, La.; Capt. Charles F. Harrington, Culver Military Academy, Culver, Ind.; Prof. A. S. Patterson, Syracuse University, Syracuse, N. Y.; Miss Marie A. Solano, Boston Normal School, Boston, Mass.; Dr. John Van Horne, University of Illinois, Urbana, Ill.

##### COMMITTEE ON ADMISSIONS AND CORRELATION:

Chairman, Prof. Samuel M. Waxman, Boston University, Boston, Mass.; Miss Beulah Armacost, High School, Joliet, Ill.; Mr. J. J. Arnao, 150 Lincoln Ave., Newark, N. J.; Mr. Mark Bailey, Kalamazoo College, Kalamazoo, Mich.; Miss Benicia Batione, Manual Training High School, Denver, Col.; Prof. J. F. Wickersham Crawford, University of Pennsylvania, Philadelphia; Prof. Frank G. Ewart, Colgate University, Hamilton, N. Y.; Prof. Ernest R. Greene, Dartmouth College, Hanover, N. Y.; Mr. Wm. Hanssler, Yeatman, High School, St. Louis, Mo.; Mr. Charles Holzwarth, West High

School, Rochester, N. Y.; Mrs. Sarah N. Hatfield, Pasadena High School, Pasadena, Cal.; Mr. M. A. Luria, De Witt Clinton High School, New York City; Prof. Kenneth McKenzie, University of Illinois, Urbana, Ill.; Mr. Clarence E. Parmenter, 234 Faculty Exchange, University of Chicago; Dr. Joseph S. Shelfoe, Goucher College, Baltimore, Md.; Prof. Charles A. Turrell, University of Arizona, Tucson, Ariz.; Prof. Caroline R. Ober, University of Washington, Seattle, Wash.; Mr. Leo Drew O'Neil, Cambridge, Mass., Box, 87, Cambridge, "A."

COMMITTEE TO SELECT HONORARY MEMBERS:

Chairman, Prof. John D. Fitz-Gerald, University of Illinois; Prof. Caroline B. Bourland, Smith College, Northampton, Mass.; Miss Elizabeth Casey, Wilmette High School, Wilmette, Ill.; Prof. J. D. M. Ford, Harvard University, Cambridge Mass.; Prof. Reginald R. Goodell, Simmons College, Boston, Mass.; Mr. Joel Hatheway, High School of Commerce, Boston, Mass.; Prof. W. S. Hendrix, University of Texas, Austin, Texas; Miss Josephine Holt, John Marshall High School, Richmond, Va.; Prof. C. Carroll Marden, Princeton University, Princeton, N. J.; Prof. Arthur L. Owen, University of Kansas, Lawrence, Kansas; Prof. Roy Edwin Schulz, University of Southern California, Los Angeles; Dr. Homero Seris, University of Illinois, Urbana, Ill.; Mr. George W. N. Shield, Manual Arts High School, Los Angeles, Cal.; Mrs. Caroline Stephenson, Hotel Sutter, Sacramento, Cal., Mr. Cony Sturgis, Cornell University, Ithaca, N. Y.; Mr. Carl C. Sundstrom, Lake View High School, Chicago, Ill.; Prof. George W. Umphrey, University of Washington, Seattle, Wash.; Miss May Vertrees, High School, Fullerton, Cal.; Prof. Charles P. Wagner, University of Michigan, Ann Arbor, Mich.; Lawrence A. Wilkins, Board of Education, New York.

## NOTES AND NEWS

[University notes and news for publication in HISPANIA should be sent to Professor Charles P. Wagner, University of Michigan, Ann Arbor, and high school notes and news should be sent to Mr. Max A. Luria of De Witt Clinton High School, New York, or Miss May Vertrees, Fullerton High School and Junior College, Fullerton, California.]

The many southern California friends of Miss Maria G. de López are proud to know that she has gone to France as an *ambulancière*. For years Miss López made her home in San Gabriel, the seat of the Mission Play. She was for some time one of the most popular and efficient teachers of Spanish in the Los Angeles City schools—leaving her work there to take up similar work in the Julia Richman High School of New York City.

Oregon, one of the most remote states from the Spanish-speaking countries, is rapidly coming to the front in the study of Spanish. Within two or three years the whole movement to introduce Spanish into the schools has been started, until at present the majority of the larger cities and towns include this subject in their courses of study.

The total number of Spanish students in the six high schools of Portland is 586. Spanish is taught to twice as many students as French and to three times as many as German, in some schools.

Mr. Henry Ringlere, formerly of the faculty of the Lewis and Clark High School of Seattle, is now the instructor in Spanish in the Harvard Military Academy of Los Angeles.

Great progress in Spanish is reported from Nevada. The Humboldt County High School at Lovelock has done some original work in mapping out the valley in which the school is located and turning the names into Spanish as far as possible.

The High School of Commerce of Portland has as head of the Spanish department Mr. A. Rafael Vejar of South America. Mr. Vejar is the founder of the Spanish American Society of Oregon. His classes have established successful commercial correspondence with Spanish and South American students and are doing remarkable work.

The Fullerton Union High School and Junior College of Fullerton, California, is very fortunately located at about equal distance between Los Angeles, San Gabriel, and San Juan Capistrano. The upper classes of the Spanish department make annual trips to the historic Plaza church of Los Angeles, to the famous Mission Play of John Steven McGroarty at San Gabriel, and to the mission at San Juan Capistrano.

Mr. R. H. Gearhart, who was instructor in Spanish in Lincoln High School, Portland, is now assistant professor of modern languages in Louisiana State University.

From Butte, Montana, comes the news that the enrollment in Spanish is nearly seven times as great as in 1915 when the work was started. Eight classes are now being taught there. Considering its distance from Spanish-speaking centers, the state of Montana as a whole shows a remarkable interest in Spanish.

The Washington High School of Portland, Oregon, has a Spanish department of which any school might well be proud. We have received several copies of "Las Novedades," a very newsy sheet published by the students. The work of the Spanish club counts as recitation credit.

Professor Cony Sturgis of Cornell University has just joined the Life Membership list.

At the November meeting of the New York Chapter of the American Association of Teachers of Spanish, the following officers were elected: President, Dr. Guillermo Sherwell, New Utrecht H. S., Brooklyn, N. Y.; Vice-President, Mr. M. A. Luria, De Witt Clinton H. S., New York; Secretary-Treasurer, Miss Gracia Fernández, New Utrecht H. S.; Corresponding Secretary, Mr. Arturo Torres, De Witt Clinton H. S. The Chapter has been making a practice of inviting speakers to each of its meetings. Thoroughly gratified by the interest created last year through the offering of prizes, the Chapter is again conducting a contest for students of Spanish. There are two divisions, one for students who will have completed two years of Spanish, and another for students who have had more than two years of Spanish. Suitable prizes are being offered.

The various high schools of the City of New York are supplementing their Spanish work by the publication of monthly Spanish newspapers. The following deserve very favorable mention: "La Voz," Bay Ridge High School, Brooklyn, N. Y.; "Blanco y Verde," New Utrecht High School, Brooklyn, N. Y.; "El Eco de las Españolitas," Julia Richman High School, New York; "El Estudiante Comercial," High School of Commerce, New York.

D. Alfred Coester, the Secretary-Treasurer of our Association, left New York on the 2nd of April for an extended trip through South America.

Teachers will find interest in reading the following table which represents the foreign language situation in the high schools of New York on February 14, 1918:

	Term I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Totals
French .....	6,539	3,981	2,458	2,332	956	851	102	124	17,343
German .....	1,097	2,389	2,935	2,705	1,616	1,636	285	293	12,956
Italian .....		23		26		7			56
Latin .....	3,706	3,270	2,851	2,365	1,823	1,655	382	424	16,478
Spanish .....	10,309	5,875	2,958	1,567	533	376	77	76	21,771

Progress is being made in the organization of the Spanish-teaching body in Boston. Miss Marie Solano, a specialist in Spanish, is the supervisor of the intermediate school work, and has charge of the teaching of modern foreign languages in the Boston Normal School. Much attention will be given to oral practice and objective teaching.

Spanish is now accepted for entrance by most of the eastern universities and colleges, on a par with French or German, year for year. The New York State Board of Regents accepts it equally with French or German for the college entrance diplomas granted by them for entrance to courses in arts, sciences and engineering in the various higher institutions of the State. It is likewise accepted for the Cornell undergraduate scholarships.

In view of the increasing demand for Spanish, it would be pertinent for the College Entrance Examination Board to offer a paper in third-year Spanish as well as in second-year now offered. The Regents of the University are planning to offer a fourth-year paper.

Mr. W. L. Fichte, formerly of the High School of Commerce of New York, has been appointed instructor in Spanish in the United States Naval Academy, and has taken up his duties at Annapolis.

Fifty-four candidates for license to teach Spanish in the New York City high schools appeared at the examination held by the Board of Examiners of the Department of Education of that city on September 5. Teachers of Spanish who desire to enter the New York City system should write to the Board of Examiners or to Mr. L. A. Wilkins, 500 Park avenue, New York City, for further information.

Dr. E. C. Hills, formerly professor of Spanish in Colorado College, and editor of modern language texts for D. C. Heath and Co., was made librarian of the Hispanic Society of America last spring. His genial personality, able scholarship, love and devotion for Spanish things, are well known.

Miss Gracia L. Fernández, formerly a teacher in the high school of South Pasadena, is a member of the Spanish department of the Bay Ridge High School, New York. She is a willing and helpful worker in the affairs of the local board.

Mr. M. A. De Vitis, formerly of Dallas High School, Texas, is now teaching in the Fifth Avenue High School, Pittsburgh.

Dr. C. F. Sparkman, formerly of the Spanish department of the De Witt Clinton High School, is now in charge of the Spanish work in the Agricultural and Mechanical College, College Station, Texas.

Dr. Manuel Barranco, formerly a teacher of Spanish in the High School of Commerce, New York, has been appointed director of instruction of the Federal District, Mexico City. He began his duties September, 1917.

Miss Juanita Case, formerly of the Oakland Technical High School, is now giving a very good account of herself at the Bryant High School, New York.

Miss Margaret C. Dowling, for several years instructor in Spanish in the Mission High School, San Francisco, has been recently appointed head of the Department of Modern Languages.

Miss Anna Ruth Barker, B. A. and M. A., from the Spanish department of Leland Stanford Junior University, has been appointed instructor in Spanish at the Sacramento High School.



## REVIEWS

**Fundamentals of Spanish Grammar**, by Alice Huntington Bushee. Benj. H. Sanborn & Co., Boston, 1917. 8vo, xii + 124 pp.

Miss Bushee has written an extremely original and readable textbook in her *Fundamentals of Spanish Grammar*. There is nothing quite like it in modern language grammars published in this country. It is refreshing for the jaded reviewer to find a grammar which has departed from the oft-beaten track. This grammar is based on the deductive method. We have had grammars of that type before, but in them the deductions are printed for those who do not care to take the trouble to deduce, and for those who wish to verify their deductions. Not so with Miss Bushee's grammar. He who deduces not, learns not. Now who shall say that this is not exactly the kind of textbook that the American student needs? He has been fed so long on the doctrines of "make it easy for the learner" and "play while you work" that he will not open his mouth to catch the fruit dropping from the tree of knowledge as he lies on his back. This grammar forces the student to think for himself. Therefore it will not be a best seller. Furthermore, it presupposes a thorough knowledge of Spanish on the part of the instructor, and so teachers of Spanish will be chary of using such a book.

The *Fundamentals of Spanish Grammar*, to quote from the preface, "is intended primarily for students who are already acquainted with one or more foreign languages, i. e., those in colleges which require a language for admission and in summer schools where it is desirable to finish the grammar in a few weeks." It seems to me, however, that it would be pretty hard sledding for the student who has studied German but has not studied either Latin or French to get anywhere with this book. As a matter of fact, it would be absolutely essential to have studied Latin and French. Without these two languages the student would be completely at sea. The grammar contains twenty-five lessons, but five of them being reviews, we have actually only twenty in which grammar and syntax are explained or deduced.

For a book of its size, one hundred and twenty-four pages, the introduction on pronunciation is fairly complete, and Miss Bushee insists throughout the text on the necessity of correct pronunciation. It is difficult to understand, however, why the author should ask repeatedly for the reason of the change of *z* to *c* before *e* and *i*. This is one of the very few inconsistencies in Spanish orthography and cannot be explained by the rule that "*z* has the voiceless *th* sound before *a*, *o*, *u*, before consonants and at the end of a word." That rule does not explain the pronunciation of the letter *zcda* itself which the author gives, and the two or three pages of proper names in Zerolo that begin with *ze* or *zi*. Nor does it explain the pronunciation of the name of the author of that standard dictionary, a name which must often be men-

tioned in Spanish classes. I do not understand what is meant by the statement that *r* in *comer* is similar to trilled *r* in *there*, not like the *r* in *father*, there being no *r* in either word unless followed by a vowel in my pronunciation. Miss Bushee makes no mention of the pronunciation of intervocalic *g* and *gu* before vowels. This sound is not a stop like *g* in *got*, it is a spirant. As a matter of fact, *g* before *u* has entirely disappeared in parts of Spain and in some Spanish American countries.

One is amazed at the amount of grammar that has been crammed into this little book. It is by no means a quack teacher's "Spanish at a glance." From the very outset the author cautions the student to "learn every Spanish word by heart and to work out the exact meaning of every phrase and idiom." "It is not the time," she wisely remarks, "for getting a general idea or for rapid reading." It is rather a jolt to the woodenly-minded college professor to find the subjunctive treated in the second lesson, but the pre-supposed linguistic training of the student should dispel any unfavorable criticism on that point.

How does Miss Bushee teach grammar and syntax? Let us take the first lesson as a model. After giving the infinitive, present indicative, and imperative forms of the three regular conjugations and *ser*, without translations, but with a few questions and observations, twenty-five Spanish phrases are placed before the student. He will then "read and determine the meaning, looking up as few words as possible." There are no vocabularies in the lessons. He is then asked: "What are the four forms of the definite article? Gender and number of each? Note the contraction with *de* (sentence 10 but not 9)." The student then deduces the answers from the model sentences. The average American student accustomed to having his knowledge carefully prededuced and handed out to him attractively garnished on a platter will flee from methods like these as from a pest. You can "call spirits from the vasty deep. . . . But will they come when you do call for them?" Let us suppose, for instance, that I am a good student of Latin and German. The first lesson seems to be concerned with gender. I have deduced the masculine and feminine forms of the definite and indefinite article. I search in vain for a neuter gender. I must finally deduce from silence on the subject that Spanish has no neuter. In this first lesson then, in addition to the articles, the contraction of *de* and *el*, the gender of nouns and adjectives, the student will learn by deductions and notes the formation of the plurals of nouns and adjectives and agreement of the same, the use of possessive expressions, and the substitution of the article for the possessive pronoun with parts of the body. There follows an exercise of fourteen short sentences, followed by a request to write original sentences illustrating the grammatical points taken up in the lesson. How is it humanly possible for a student without any feeling at all for the language, and with a knowledge acquired by the deductions in one lesson, to write original sentences? Some of us do not permit students in the first stages of their study to put English phrases into the foreign language!

The verb is made the pivotal point about which each lesson is centered.

And rightly. To one who has mastered Latin and French, the verb is the key to a knowledge of Spanish. Every lesson contains either some forms of the regular conjugations or all the forms of one or more irregular verbs, grouped in an excellent manner.

It is only fair to state that all rules are not learned by the deductive method. Some peculiarly Spanish difficulties are carefully analyzed. For example, the difference between *ser* and *estar* is very clearly explained. It is evident, however, that this book can not be used as a reference text. Its use must be restricted to that of a drill book for graduate students or summer school teachers who wish to acquire a reading knowledge of Spanish. To these two classes of students the *Fundamentals of Spanish Grammar* can be heartily recommended. There is much danger, however, that the grammar will be used by only too many prospective teachers of Spanish who desire a short cut to that tongue. Most of our teachers who study Spanish at summer schools are not doing so in order to be able to read Cervantes and Calderón.

Miss Bushee's Spanish is correct and idiomatic. In the main she uses connected narratives and dialogues which tend to make the student think in Spanish. It seems to me that such meaningless phrases as "Un libro es una gramática española," and such unidiomatic structures as "Es un niño bueno," and "Su lengua es hablada en muchos países" mar the book. Again, why waste time and effort with drill sentences on *tú* and *vosotros*, forms which the student will rarely, perhaps never, use? The instructor who uses Miss Bushee's book must be an expert, for when the student finds difficulty in making his deduction the rule must be accurately supplied. It is virtually a teacher's notebook. It is really more an interrogative than a positive textbook. It presupposes a sort of *estudiante autodidáctico*, a student who is willing to think and investigate for himself. Are there enough superstudents of this kind in the United States to warrant the publication of this unique grammar? The book used by Miss Bushee herself probably gives good results with graduate students. She lays great stress on memory, and insists that words and phrases be memorized. It is a pity that the book cannot be used by the vast multitude of students of Spanish in high schools and colleges who need to be taught to think for themselves, and that in learning a language memory plays the most important part.

SAMUEL M. WAXMAN

BOSTON UNIVERSITY

**Manual de Correspondencia**, by Ventura Fuentes and Alfredo Elias. The Macmillan Company, New York, 1918. xi + 230 pp.

The book does not confine itself to commercial correspondence. Social correspondence has its allotment of space. The introductory part of the text, as in the case of Luria's book, is a dissertation in Spanish upon the composition of a letter. Then follow the Spanish letters, fifty-six in number, twelve of which are purely social. At the end of each letter are copious

notes, explaining meanings of words, idioms, and grammatical difficulties, as well as other pertinent information. Forty-one exercises follow, based on the letters. The pupil is called upon, not merely to translate from English into Spanish, but he must compose letters in his own words, the nature of each letter and the data to be contained in it being suggested by the author. This develops more independence and mastery of the subject than mere translation from one language to another.

The next chapter in the book is devoted to verbs, regular and irregular, followed by a table of numerals, a Spanish-English vocabulary and a list of abbreviations. No English-Spanish vocabulary is appended; indeed it is unnecessary in view of the thorough-going character of the notes placed after both the Spanish letters and the English exercises. Sometimes in these notes a literal translation of an idiomatic passage is given, accompanied by a good English rendering. I fail to see that the awkward literal translation serves any useful purpose.

The material is very idiomatic and interesting. No exercises for drill in grammar and idioms accompany the letters, as in the case of the previous book, but a live teacher will work over the material with the class until it is mastered. A little greater effort might have been made to arrange the difficulties of vocabulary and idioms more progressively. Considerable knowledge of the language is necessary before beginning this book. However, it is obviously not intended for beginners.

**Correspondencia Comercial**, by Max A. Luria. Silver, Burdett & Company, Boston, 1917. xii + 305 pp.

This book is an unusually thorough treatment of the subject of commercial correspondence. The purpose is to prepare the student for a position in a business house carrying on business with South America. At the beginning of the book are a few pages containing expressions of common use in the class room. After an introduction, explaining in Spanish the parts and formalities of a Spanish letter, over a hundred letters and business forms are given. Each letter is accompanied by extensive material for drill, in idioms and grammar. Particular attention is given to verbs. The letters are divided into groups—letters ordering and acknowledging the receipt of merchandise, letters concerning payment and collection of accounts, etc. Several pages are devoted to such documents as receipts, notes, and consular invoices. A list of abbreviations follows. At the end of the book, before the vocabularies, is an appendix of verbs, giving the form of both regular and irregular verbs. There are both Spanish-English and English-Spanish vocabularies. Three maps are included in the book—one of South America, one of Mexico, Central America, and the Antilles, and the third, a map of Spain.

The book is indeed complete. Presumably it is for the teacher who lacks preparation for his work—who has been drafted into the Spanish department, and is unable to improvise exercises to accomplish the mastery of the difficulties. The exercises are all worked out for him. He has but to assign

them for the following day and then study them himself. The next day he takes up the subject with the class with the bland attitude of one who knew it all the while. The "expressions of common use in the class" are undoubtedly for the benefit of that same teacher. But why the verbs at the end? Wherefore a grammar?

Nevertheless, the book is well made. It is a good deal more than a text-book of commercial correspondence. It is something of a reader, grammar, and conversation book. In the class room, it cannot fail to be supremely useful.

MICHAEL S. DONLAN

HIGH SCHOOL OF COMMERCE  
BOSTON, MASS.

**The Neo-Classic Movement in Spain During the XVIII Century**, by Robert E. Pellissier, Ph. D. Published by the Leland Stanford Junior University, 1918. 187 pp.

We have here a very thorough study of the period in question by the young student and teacher who met his death in August, 1916, while fighting for his country in the battle of the Somme.

The author discusses in detail the work of the various neo-classicists. Some of his conclusions are as follows:

Neo-classicism was an attack against real contemporary evils. The supporters of the movement were, in general, men of superior intellect. They were also intensely patriotic. They did a real service to Spain in showing to how low an intellectual level it had fallen. Their aim was to raise it to a level with the rest of Europe. They tried to do this by showing that, for an author, unbridled genius was not enough, but that this genius should be properly directed. They alienated the sympathies of their contemporaries by their criticisms, severe at times even to harshness, of Spanish authors, criticisms which to these contemporaries seemed unpatriotic.

At the same time their own literary output was comparatively insignificant because of their disregard for poetic inspiration and their exaggerated respect for the literary rules. They were, however, by no means responsible for the low state to which Spanish literature had fallen in the eighteenth century.

The movement had certain positive results. It gave the Spaniards a renewed interest in their own literature, an interest which soon spread to other countries, especially to Germany. It made for precise scholarship. It led from open-minded criticism of evils in literature to no less open-minded criticisms which to these contemporaries seemed unpatriotic.

The work shows thorough, broad-minded scholarship, and brings us to realize, once again, the loss which our studies have suffered in the death of its author.

C. G. ALLEN

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**Grandes Escritores de América**, by Rufino Blanco-Fombona. Renacimiento, Madrid, 1917. 343 pages.

Don Rufino Blanco-Fombona is one of the best known writers of Spanish-America. He is a Venezuelan who has lived the best years of his literary life in Madrid and is one of the ablest and most vigorous representatives of the new intellectual life of Spanish-America. He has distinguished himself as a novelist (*El Hombre de Oro, El Hombre de Hierro*), as a poet (*Pequeña Ópera Lírica, Cantos de la Prisión y del Destierro*), as a literary historian (*La Evolución social y política de Hispano-América*), and as a literary critic (*Letras y Letrados de Hispano-América*). He belongs to that group of young Spanish-American intellectuals who work night and day for the betterment of the youth of Spanish-America and for a correct interpretation of the history and culture of new Spain. In resourcefulness, in vigor of style and in his intense patriotism he resembles Manuel Ugarte and Francisco García Calderón.

His latest literary production, *Grandes Escritores de América*, is one of the most interesting and important works that has appeared within recent years on the literary history of Spanish-America. The volume is dedicated to XIXth century writers only, which leads one to suppose that Mr. Fombona has published the first of two or more volumes in preparation.

*Grandes Escritores de América* gives a succinct and complete *resumen*, up-to-date, and including the latest conclusions in literary research concerning the five writers whom Mr. Fombona considers the most important of the XIXth century in Spanish-America: Andrés Bello, the Venezuelan genius who lived practically all his life in Chile and is known the world over as one of the most distinguished educators, and whose fame rests on his investigations in Spanish literature and philology, his best known work being his *Gramática de la Lengua Castellana*, revised later by Cuervo; Domingo Faustino Sarmiento, the astute and semi-learned Argentine educator who wrote *Facundo*, one of the most powerful and realistic novels that Spanish-America has produced; Eugenio María de Hostos, the Porto Rican critic and philosopher, whose Shakespearean studies seem to have furnished many of the ideas of the English critic, Sir Herbert Beerbohm Tree, in his work, *Thoughts and Afterthoughts*; the Ecuadorian writer, Juan Montalvo, author of *Los Siete Tratados* and *Los Capítulos que se le olvidaron a Cervantes*; and Manuel González Prada, the fearless Peruvian philosophic writer who put an end to the apathy in the national life of Peru after the country had been ignominiously defeated by Chile, and whose best work, *Páginas Libres*, would seem to show that little Peru has also its Renan.

*Grandes Escritores de América* is a volume which forms a most valuable addition to the few good books on the literary history of Spanish-America. It is a book that is absolutely indispensable in a library of Spanish-American literature.

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## BIBLIOGRAPHY

### I. SCHOOL TEXTS

#### **Manual de Correspondencia**

by Ventura Fuentes and Alfredo Elías, both of the College of the City of New York.

XI + 230 pages (100 text, 131 exercises, 134 verbs, 51 vocabulary, 12 table of abbreviations). The text consists of fifty-six model letters in Spanish, of which the first eleven are of general nature, the last forty-five of commercial. The short introductory chapter gives in simple Spanish the necessary preliminary information. Each lesson is followed by a set of grammatical notes. The exercises consist of about thirty pages of English letters for translation into Spanish. The letters are given in outline, and the student has to work out the details for himself. Appropriate notes are furnished for each exercise. A good verb section, vocabulary and a table of abbreviations, complete the book.

1918—The Macmillan Co. \$1.00.

#### **Las Tiendas. Diálogos Humorísticos**

Por Carlos Frontaura.

Edited by Arthur Fisher Whittem of Harvard University.

VII + 152 pages (84 text, 19 notes, 46 vocabulary). The interesting text fairly bristles with idioms, and is too difficult for any but advanced pupils. The difficulties are well explained in notes and vocabulary.

1918—Holt & Co. 60 cents.

#### **All Spanish Method**

First and Second Books, by Guillermo Hall, of the University of Texas.

XXIX + 509 pages. The introduction contains "suggestions to teachers," suggestions to students and a chapter on pronunciation. The body of the work, 396 pages, entitled, "Método Directo para Aprender el Español," is composed entirely in Spanish. Illustrations are freely used. Each lesson contains text, notes, vocabulary, exercises, and questions.

A "Manual de Inflexiones" and a "Vocabulario General," which is really an index, as no translations are given, complete the book.

1915—World Book Co. \$1.60.

Also to be had in two volumes: First Book, xxix + 280 pages, \$1.00; Second Book, xxix + 307 pages, \$1.20.

#### **Poco a Poco**

an Elementary Direct Method for Learning Spanish. By Guillermo Hall, of the University of Texas.

VIII + 308 pages. The book is simpler and easier than the same author's "All Spanish Method" and is intended for use with pupils in intermediate

schools. The plan of each lesson is in general like that followed in the larger work. The book is profusely illustrated. The second part, pages 225-308, contains models for letters, commercial forms, grammatical explanations and tables, and a general index.

1917—World Book Co. \$1.00.

**Mariá (Novela Americana)**

por Jorge Isaaca.

Edited by Ralph Hayward Keniston, Ph. D., of Cornell University.

VIII + 209 pages (127 text, 16 notes, 11 exercises, 54 vocabulary). The preface contains good suggestions as to the use of the text and the teaching of Spanish in general. The introduction gives the necessary biographical and literary background. The text itself, an interesting story of moderate difficulty, is a welcome addition to our materials for the study of Spanish-America from the standpoint of the South American. The notes explain allusions in the text and go into grammatical difficulties pretty thoroughly. The brief exercises are intended to be suggestive only. One is tempted here to ask just what purpose such exercises serve. Experienced teachers prefer to make their own exercises or else wish to be spared the drudgery. Inexperienced teachers find rather full exercise material very helpful. If this is the case, "suggestive" or "illustrative" exercises are hardly worth while. It is hard to strike the mean in this matter, but a larger amount of such material as Professor Keniston has given us would have been very welcome.

1918—Ginn & Co. 80 cents.

**La Conjuración de Venecia**

by Martínez de la Rosa.

Edited by Arthur L. Owen of the University of Kansas, and John Thomas Lister of Olivet College.

XXXVII + 191 pages (135 text, 55 vocabulary). The rather elaborate introduction gives a good biography of the author and the historical matter necessary for understanding the play. A good bibliography follows. Footnotes deal with difficulties of grammar and style and carefully explain the names and customs alluded to in the text. Suitable for the second or third semester in college, the third year in high school.

1917—Sanborn & Co. 90 cents.

In the review of "La Conjuración de Venecia" on page 67 of the February number of HISPANIA, the senior editor's name is incorrectly stated. It should read Arthur L. Owen.

**Selections from the Novelas Ejemplares of Cervantes**

Edited by Hugo A. Rennert of the University of Pennsylvania.

XII + 218 pages (138 text, 21 notes, 56 vocabulary). Professor Rennert has chosen for the text two selections; La Gitanilla and El Licenciado Vidriera. As the book is intended for advanced classes, the notes are brief and deal largely with literary and historical matters. The vocabulary, while compact, is full and lists the difficult expressions of the text with great detail.

1918—Holt & Co. 90 cents.



**El Capitán Veneno**

by Alarcón.

Edited by Ventura Fuentes and Victor E. François of the College of the City of New York.

VI + 229 pages (100 text, 16 notes, 38 exercises, 72 vocabulary). This is a good edition of a well-known Spanish text. The various exercises furnish plenty of drill upon the text. The vocabulary is unusually full.

1918—Holt & Co. 60 cents.

**Pitman's Manual of Spanish Commercial Correspondence**

by G. R. MacDonald.

XII + 328 pages. The body of the work is made up of lists of phrases, Spanish and English, in parallel columns, letters in Spanish, and in English to be translated into Spanish. The letters cover a wide variety of business subjects and forms, but many of them do not meet the needs of our schools. n. d.—Pitman & Sons. \$1.50.

**Pitman's Commercial Spanish Grammar**

by C. A. Toledano.

252 pages. The first part of the book (pages 1-127) contains the usual outline of grammar with exercises from Spanish into English and English into Spanish. Commercial vocabularies take up pages 128-168. Pages 164-232 continue the grammatical lessons in greater detail. Reprint of edition of 1911. 1915—Putnam & Sons. \$1.00.

**Classroom Spanish**

by Marie A. Solano of the South Boston High School and the Boston Normal School.

14 pages. This little manual is the product of the experience of a successful teacher of Spanish in preparatory schools. Young or inexperienced teachers of Spanish will find the pamphlet very helpful and suggestive.

1917—D. C. Heath & Co. 10c.

**Spanish Verb Blanks**

by I. H. B. Spiers of the William Penn Charter School, Philadelphia.

These verb blanks which many teachers will find useful are put up in pads of 35.

D. C. Heath & Co. 40c.

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## II. PERIODICAL LITERATURE

## PEDAGOGICAL JOURNALS

**The Modern Language Journal**, II, 3, Dec.—S. W. Waxman, *A Jeremiad on Modern Language Teaching*. (Though the author may be a bit too pessimistic, he nevertheless says many excellent things. He laments, as we all do, the diversity of aim in our field. It is difficult to keep up with all the new methods proposed. The system in vogue in many cities of providing free text-books is bad. Having completed the course, the pupil must turn the book in, though he needs it for review and reference. There is too much of the idea of "making it easy for the pupil." Memorizing is getting to be a lost art, though we cannot dispense with memory in the teaching of language. A course in phonetics or conversation is usually more valuable for the teacher than one of mere educational theory. The method of teaching depends upon the teacher's personality; also upon the nature of the institution and its *clientèle*. Above all beware of panaceas. "Hitherto, we may have done little else than teach a knowledge of grammar and train students to read ordinary prose; now there is grave danger of throwing over this solid knowledge for a few catch phrases like 'Open the door,' 'Shut the window,' or 'How do you do?'" There is no reason why speaking and reading knowledge should not be combined. But "when a high school student gets five to ten minutes of individual attention per week it is utterly ridiculous to suppose that he can learn to speak a foreign language." Guard against the democratic danger of leveling down rather than up. Every student is given a chance to do good work. If he fritters away his opportunities, do not slight brilliant pupils in his favor.) P. H. Grumann, *Problems of the Elementary German Course*. R. Gerig-Edwards, *A Demonstration of Spanish Class-room Work*. F. Bennett, *Translation Study and Immediate Study of German. A Comparison*. (By the "Immediate Method" this teacher means instructing students not merely to translate but to be able to reverse the process, that is to be able to give German equivalents of English words when called for. Carefully compiled statistics seem to show that the "Immediate Method" is the more efficient.)

4, Jan.—J. Sachs, *Desirability of a Syllabus of French and German Texts*. (A plea for the standardization of a sequence of texts, starting with those representative of the ordinary speech and leading up to the masterpieces of style. Without a doubt conditions are in this respect too chaotic in the modern language field. Too few teachers select a text with reference to what has gone before and what is to follow. Yet it is to be hoped we shall never reach the cut-and-dried standardization which teachers of the classics have attained to—the sacrosanct and never-to-be-varied sequence of Caesar, Cicero, Vergil, for instance.) A. Betz, *The Function of Dictation in the Teaching of Modern Languages*. (Valuable hints as to handling this part of the work. A dictation exercise involves (1) The correct speaking of the word. (2) The correct hearing of the word. (3) The visual appearance of the word. (4) The writing movement. Each sentence should be read twice only. Care should be taken not to break up a stress group. Students should make their own corrections. By tabulating errors the teacher can analyze

his pupil's difficulties.) J. E. Spink, *French in the Pre-High School Period*. (An excellent article on methods used in grade teaching.) J. Van Horne, *Spanish Texts and the Spanish Language*. (We are now well supplied with elementary readers. The difficulty comes with the choice of a second book. There is in Spanish a dearth of stories of adventure written in simple, colloquial language. While the reviewer has never found the novels of Palacio Valdés and Pérez Galdós too difficult for students in this stage of development, the same may not be true of all students in all institutions. Clearly a wider choice is desirable.)

**Bulletin of High Points**, I, 7, Dec.—W. L. Hervey, *Notes on "War Work"*. L. A. Wilkins, *Fallacies that Exist in the Teaching of Spanish*. (Spanish is not easy to acquire, nor can it be learned in a short time. Principals share this fallacy when they engage teachers of only a year's experience with the language. Pupils unable to learn Latin, French, or German will do no better in Castilian. Spanish is easy neither to pronounce nor to understand. It takes longer, according to the author, to gain the ability to understand spoken Spanish than German or French. The reviewer's experience coincides with that of Mr. Wilkins. One reason is because Spanish has so few vowel sounds. Another is that most of us have been insufficiently drilled in the matter of *liaison*, scarcely less important in Spanish than in French. The many elisions not indicated in print, as well as the numerous diphthongs resulting from the running together of words, make certain combinations unrecognizable to the student who has learned to pronounce words as units. He thinks to hear *lecho* when he really hears *le he hecho*. Spanish grammar, too, has many difficulties. Most good students, I find, have little trouble with the irregular verbs, because the difficulty is here obvious. Difficulties not easily recognizable as such offer most trouble. Syntax is harder than morphology. The extreme richness of Spanish in vocabulary, idiom, and proverb is a stumbling-block. Add to this the lack of good dictionaries and the absence of many another tool necessary for the scholar. The second great fallacy, according to Mr. Wilkins, is the ignorant belief that Spanish possesses no first-rate literature, and hence should be studied for commercial reasons solely. There follows a plea for Spanish as a cultural subject.)

II, 1, Jan.—*Concerning Memory Work with a Notable Speech in French to be Memorized*. (The psychology of memory. How the passage to be memorized should be chosen so as to bring into play all the factors by which memory is conditioned. "The purposes of teaching memory passages are at least two: (1) To give the student for life-long retention thoughts of exceptional worth, beauty, or power, clothed in terms of the foreign language that are simple yet forceful. (2) To create a feeling for the foreign language." G. A. Sherwell, *Differences Between Spanish and Spanish-American Usages in Language and Pronunciation*. (A brief bibliography of the best works on South American dialects. One should welcome the conservative influence of the Academy, while recognizing the need of innovations in the vocabulary. Many interesting examples of South American vulgarisms in vocabulary and pronunciation. In conclusion the author strongly advocates the Castilian pronunciation, having been converted from the other view.)

2, Feb.—L. A. Wilkins, *The American and the Foreign Teacher of Foreign Languages*. (The native is weak where the foreigner is strong and *vice versa*. The two supplement one another. In a well organized modern language department both kinds of teachers, should be used. We should like to remind our readers that this matter has been ably discussed by A. Morel-Fatio in his *Ambrosio de Salazar*, Paris, 1901, chap. iii. We feel that Mr. Wilkins is wrong in demanding naturalization of foreigners before they may teach. Loyalty cannot be secured by compulsion. Besides, the rule works both ways. We should not like to see our missionary teachers required to abandon their American citizenship before they are permitted to give instruction abroad.) *Verb Nomenclature in Spanish*. (The system advocated is good and does not depart from common usage. But shall we not do better to work in harmony with the committee of the Modern Language Association which is endeavoring to standardize grammatical nomenclature for all languages?) Mary G. Wendell, *Foreign Language Values; Helping the Pupil to See Them*.

**School and Society**, VII, 158.—P. E. Davidson, *Concerning Mental Discipline and Educational Reform*. 164.—E. C. Moore, *Formal Discipline and the Teaching of Literature*. 167.—E. F. Hauch, *A Few Popular Misconceptions with Regard to Language Study*. (The candid teacher of languages, if asked the purpose of his teaching, will reply: "For a living." Let us hope that psychologists and professors of education, if asked the same question, will be equally candid. Latin and Greek got their start on account of their then great practical utility. Only when hard pressed did the teachers of them discover that these subjects had marked disciplinary value. —The author seems unaware that the extreme views of Thorndike and others, who held that disciplinary value is non-existent and that ability acquired in one branch of study is not transferable to another, have long since been repudiated by leading psychologists, Mr. Flexner to the contrary notwithstanding. Nevertheless we may agree with him that we rest the case for our subject on firmer grounds than its disciplinary value.) The modern languages likewise found a place in the curriculum as a direct result of social and economic pressure. "Commercial necessity, real or fancied, is forcing recognition for Spanish—that most chivalrous and uncommercial of western languages—upon our school programs. The really strange aspect of the situation is the almost apologetic attitude on the part of some of our academic teachers of it toward this apparent cause for the increased importance of a knowledge of Spanish. There ought to be no need, at any rate, to drag in the fetish of disciplinary value. If commerce and its interests and by-products are something of which to be ashamed, then there is something vastly wrong somewhere with our civilization." The practical importance of modern languages to professional men and others. It is impossible to rely upon translations of scientific works or to wait for them to appear; frequently they are never forthcoming. Languages widen the intellectual horizon and create the "international mind," never so sorely needed as at present. "Knowledge of the foreigner's speech is at least the beginning of a better understanding." Mere translation is condemned. But on the other hand it is an equal fallacy to suppress grammar in

one's teaching. "It may be possible to run an automobile without knowing very much about the laws of physics on which its mechanism is based. The chances are all in favor of the man who does know, when it becomes a question of running his machine smoothly and safely." "In the study of the foreign language, grammar is only one of the means toward the definite end; it must not be the end itself." Scientific and commercial reading must be provided only after the ordinary, current language has been mastered.)

**Education**, XXXVIII, 3, Nov.—E. O. Fisk, *A Great School and a Great Headmaster*. (An account of the life and work of the late Richard Mott Jones, for forty-two years headmaster of the William Penn Charter School.)

4, Dec.—G. A. Hitchcock, *The Classical Question Again*. (A plea for the classics as a deterrent to the materialization of the national mind.)

5, Jan.—R. R. Smith, *Democratizing a High School of Eighteen Hundred*. H. Mitchell, *Supervised Study in Modern Languages*. (The author thinks that no other innovation in modern language teaching produces such results as this. Is it true as he says that the teaching of paradigms is no longer practiced by good teachers? We hope not. The note of bigotry found in this article is apparent in many other pedagogical articles. Some teachers seem to say: "Those who don't use my method are back numbers. Mine is the only 'up-to-date' method.")

6, Feb.—H. C. Nutting, *Experimental Test of Educational Values*. (The fallacies of certain psychologists who oppose language study, ancient and modern, are ably exposed.)

**The English Journal**, VIII, 1, Jan.—A. Abbott, *The English Teacher and the World War*. (This is in large measure "a schoolmaster's war." How instruction may be made to foster patriotism.) H. R. Driggs, *Seeing Classics as Wholes*. (How to present masterpieces of literature with a view to proper perspective and proportion.) C. G. Osgood, *The Artistic Teaching of English*. (The teacher needs mind, discernment, taste, standards, and imagination. "Each hour or period should be conceived as a work of art in itself, as much so as the chapter of a novel or act of a play. It should have the single effect of a work of art, with beginning, middle, and end." "The experienced teacher will not attempt many things in a single period. One or two must stand out in the plan as objective. Every effort may then devote itself to making such points facile.")

2, Feb.—P. H. Boynton, *Literature in the Light of the War*.

**The School Review**, XXVI, 1, Jan.—*Foreign Languages and Mathematics as Requirements for American Colleges and Universities*. (The admission requirements of thirty-five of our representative institutions are studied.) F. G. Pickell and B. F. Winkelflech, *Elimination from the Public Secondary Schools of the United States*. E. D. Merriam, *Technique of Supervised Study*. (Useful suggestions.)

2, Feb.—P. S. Lomax, *Surveys of Commercial Education in Missouri and New Mexico*. E. V. Tubbs, *Part Time Plan in Centralia High School*. A. J. Jones, *The Junior High School*. L. M. Schmidt, *Pedagogical Literature Dealing with German*. (Bibliography.)

**Modern Language Teaching**, XIII, 6, Oct.—A. Terracher, *Les Professeurs étrangers dans les universités anglaises*. (Several articles in this number deal with the teaching of Russian, showing the increased interest that the English are taking in that subject. Will this new interest stand the strain of recent events? We learn with surprise that chairs of French and German have only just been founded in the University of Glasgow.) *Literatura e historia de España*. (An analysis of a lecture by Professor Villasante, delivered at King's College, London, June 18, 1917.)

**Les langues modernes**, XV, 6, Nov.-Dec.—C. Pitollet, *Réflexions sur EcheGARAY*. (Largely a translation of an excellent biography and criticism of the late dramatist, published by Señor Araquistain in *América Latina*, II, 15, 1916.)

**Revue de l'enseignement des langues vivantes**, XXXV, 1, Jan.—M. Martinenche, *Les langues méridionales de l'Amérique latine*. (A plea for the greater study of Spanish and Portuguese in France, the better to extend French influence in South America. The statement is made that German war prisoners are utilizing their enforced leisure in studying Spanish to prepare for the coming commercial war. This they are said to do under orders from their superiors.) C. Pitollet, *Le centenaire de Cisneros*. (Cisneros is held to be a man of the middle ages rather than of the renaissance.)

**Revue universitaire**, XXVII, 1, Jan.—I. Joliet, *La Méthode Taylor et l'enseignement secondaire*. (France, this writer holds, will gain from the presence of British and American soldiers something of the Anglo-Saxon's practical and methodical spirit. As a start he advocates the adoption of this American method of conserving energy in teaching by getting the right man into the right place.) Georges Weill, *Un éducateur français en Argentine*.

2, Feb.—L. Joliet, Ditto, continued. E. Brucher, *La réforme de l'enseignement secondaire*. Mlle. A. Coureur, *L'enseignement secondaire et l'avenir de la race*.

**Monatshefte für deutsche Sprache und Pädagogik**, XIX, 1, Jan.—F. Kübler, *Sprache und Sprachleben*. P. R. Kolbe, *The Door to Germanics*. E. C. Kolbe, *Jahresversammlung der Central Division of the M. L. A. of A.*

2, Feb.—S. W. Cutting, *Modern Languages in the General Scheme of American Education*. (Mr. Cutting traces the origins of modern language instruction in this country. He calls attention to the way in which the cause of German has been injured by an injudicious mixture of language teaching and propaganda. In concluding he makes his own the words of President Judson of the University of Chicago: "It is perfectly obvious that there is no prejudice against German literature or other higher things of German life in intelligent circles in this country. We are at war with the ruling forces which have made German a danger to civilization and not against the finer forces which we hope some day will again be dominant in Germany.") O. Möller, *The Pictorial in Education*. O. Schnyder, *Zivilisation und Kultur*. (Civilization is compared with Kultur, greatly to the disparagement of the former. "Civilization is something to be denied. Kultur something that must be affirmed." Mischievous articles like this will not tend to allay the present

prejudice against German, which for the most part is unjustified. But if German teachers assume this attitude they will alienate what friends they still have.) J. Whyte, *Jahresversammlung der Eastern Division of the M. L. A. of A.*

## SCIENTIFIC JOURNALS

**Modern Language Notes**, XXXIII, 1, Jan.—E. S. Ingraham reviews: Schevill, *A First Reader in Spanish*; Luquiens, *Elementary Spanish-American Reader*; Supple, *Spanish Reader of South American History*; Warshaw, *Spanish-American Composition Book*; Wilkins and Luria, *Lecturas fáciles con ejercicios*; Fuentes and François, *A Trip to Latin America*. G. W. Thayer, *Barlaam and Joasaph*. (A rare Italian version of this romance has been obtained by the Cleveland Public Library.) E. Buceta, *Segunda serie de la biblioteca Calleja*. (The series of *páginas escogidas* of the best contemporary writers, recently published by this house, will interest teachers of advanced courses.)

3, March.—E. Buceta reviews Rose's edition of Florentino Sanz' *Don Francisco de Quevedo*; also Menéndez Pidal's *Autoiogia de prosistas castellanos*.

**The Romanic Review**, VIII, 4, Oct.-Dec.—H. R. Lang, *Notes on the Meter of the Poem of the Cid*, III, 2 (continued). (In this very interesting article Professor Lang argues for the antiquity of the romances, apparently not accepting the views of Foulché-Delbosc. Neither does he accept Menéndez Pidal's views regarding the locality where the *Poema del Cid* was written, but returns to the theory that it emanated from the monastery of San Pedro de Cardenas. This would seem to harmonize with Bédier's theories of epic origins. Cannot the views of Lang and Menéndez Pidal be reconciled? The author of the poem was certainly familiar with the eastern portion of New Castile above all other parts of Spain. But that familiarity may have been gained in youth, and it is not necessary to suppose that he wrote his work near the region described.) E. H. Tuttle, *Hispanic Notes*. (Etymologies of \**Ferreneus*, *Jam*, *Magis*, *Numquam*.)

**The Modern Language Review**, XIII, 1, Jan.—A. F. G. Bell, *Gil Vicente's "Auto da alma"*. (A critical text based upon the rare first edition of 1562. The text and an English translation appear in parallel columns. Brief notes. In view of the very uncritical way in which all the editions of this poet have been printed, such a text as this is very welcome.) H. A. Rennert reviews *Obras de Lope de Vega, publicadas por la Real Academia Española*. (Nueva edición, Tomo I, Madrid, 1916.) (A very interesting and instructive review. The first volume of the new series of the Academy edition offers several surprises and makes accessible several of Lope's works hitherto supposed to be lost. With his usual urbanity, Professor Rennert condones the shortcomings of the textual editing of these plays with more indulgence than other critics have shown. He thinks the extreme need of getting these plays published with speed justifies the editor's lack of care. But as these plays are accompanied by neither introductory studies nor notes, it does not seem as if a little more care devoted to the editing of the text would have unduly delayed publication.)

**Modern Philology**, XV, 11, March.—G. T. Northup reviews John De Lancey Ferguson's *American Literature in Spain*.

**Revue Hispanique**, XLI, 99.—J. Miret y Sans, *La esclavitud en Cataluña en los últimos tiempos de la edad media*. Enrique de Villena, *Tres tratados, Publicalos J. Soler*. (This includes a *Tratado de la consolación*, a *Tratado del ojo malo* (evil eye), and a *Tratado de lepra*. These curious unedited treatises are published from a MS. in the National Library, Madrid, without introduction or comment.) A. H. Harrison reviews Fitzmaurice-Kelly's *Historia de la literatura española. Segunda edición corregida*, Madrid, 1916. (Certain minor corrections.) A. Reyes reviews Rosenberg's *La Española de Florencia*, Philadelphia, 1911. (Reyes does not accept Rosenberg's attribution of the work in question to Calderón. Neither does he feel that Stiefel has established the authorship of Lope.) G. Desdévaises du Dezert reviews M. Romero de Terrero's *Arte Colonial, Mexico*, 1916. H. Peseux-Richard reviews Miguel de Toro Gisbert's *Americanismos*, Paris, n. d. R. Foulché-Delbos reviews J. M. Sanchez' *Bibliografía aragonesa del siglo XVI, Tomo I, 1501-1550, Tomo II, 1551-1600*, Madrid, 1913-14. (Highly favorable, with valuable corrections and additions.)

**Bulletin Hispanique**, XIX, 3, July-Sept.—H. Breuil and W. Verver, *Découverte de deux centres dolméniques sur les bords de la Laguna de la Janda (Cádiz)*. G. Daumet, *Inventaire de la collection Tirán*. R. Lantier, *Chronique ibéro-romaine. Z., El punto de vista español en la cuestión de la guerra*.

**The American Political Science Review**, XI, 2, May—F. Alfonso Pezet, *Pan-American Coöperation in Pan-American Affairs*. C. Castro-Ruiz, *The Monroe Doctrine and the Government of Chile*. F. C. Schwedtman, *Lending Our Financial Machinery to Latin-America*.

**The American Historical Review**, XXX, 2, Jan.—J. H. Smith, *American Rule in Mexico*. (The behavior of American troops in Mexico, 1846-1848.)

**The Southwestern Historical Quarterly**, XXI, 3, Jan.—C. H. Cunningham, *The Residencia in the Spanish Colonies*. (A valuable contribution to our knowledge of Spanish colonial methods.) *Minutes of the Ayuntamiento of San Felipe de Austin, (1828-1832), I*, edited by E. C. Barker. A review of I. A. Wright's *The Early History of Cuba, 1492-1586*, New York, 1916. (This book is based upon the study of original documents, but fails to take into account the published results of others. It is weak and biased in its generalizations.)

**The English Historical Review**, XXXIII, 129, Jan.—A review of C. E. Chapman's *Founding of Spanish California, 1687-1783*, New York, 1916.

**The Catholic Historical Review**, III, 4, Jan.—J. A. Robertson, *Catholicism in the Philippine Islands*. C. H. Cunningham, *The Inquisition in the Philippines*.

**The Southern Historical Quarterly**, XXI, 2, Oct.—W. I. Schurz, *The Manila Galleon and California*. (Discoveries of early Spanish navigators.)



C. E. Chapman, *The Archivo General de Indios*. (Valuable information for those contemplating work in these archives.)

**The Journal of Race Development**, VIII, 1, July—W. F. Slade, *The Federation of Central America*. (A review of the various abortive attempts to create a United States of Central America.)

**International Journal of American Linguistics**, VI, 1, July—Franz Boas, *El dialecto mejicano de Pochutla, Oaxaca*. (Not a Spanish, but an Indian dialect.)

**American Anthropologist**, XIX, 4, Oct.-Dec.—J. R. Swanton, *The Route of De Soto*.

**L'Anthropologie**, XXVIII, 3, May-June—L'Abbé H. Breuil, *Observations sur les terres noires de la Laguna de Janda*.

#### POPULAR JOURNALS

**Poetry**, XI, 5, Feb.—José Santos Chocano, *Peruvian Poems: Oda Salvaje, A Song of the Road, El Charro, The Magnolia*. J. P. Rice, *José Santos Chocano*.

**The World's Work**, Dec.—*German Efforts in Mexico*.

**The English Review**, Dec.—R. B. Cunninghame Grahame, *Mexico*. (German, English, and American methods in Mexico compared and contrasted.)

**The Living Age**, 3840, Feb. 19—Sir George Douglas, Bart., *Two Notable Spanish Novels*. (A long review of Blasco Ibáñez' *Sangre y arena* and Ricardo León's *El amor de los amores*. Taken from Cornhill's.)

**The Unpopular Review**, IX, 17, Jan.-March—*Latin America and the Monroe Doctrine*.

**The American Review of Reviews**, Jan.—*A Spanish Observer in Germany*.

**Revue Bleue**, Sept. 29—Paul Louis, *Les Crises d'Espagne*.

**La Lectura**, 203, Nov.—G. de Azcárate, *¿Qué pasará cuando la guerra termine?* J. Juderías, *España y sus políticos en tiempos de Mendizábal, según Lord Clarendon*. J. Francos Rodríguez, *La vida de Canalejas*, continued. E. Hernández-Pacheco, *El problema de la investigación científica en España*. (The author thinks that Spain is on the eve of a great scientific awakening.)

204, Dec.—J. Francos Rodríguez, Ditto, continued. J. Juderías, Ditto, continued. M. Romera Navarro, *La andante gitanería* (a popular presentation of the same subject upon which the author spoke at the last meeting of the Modern Language Association. There is an interesting list of *entremeses* in which gypsy characters appear. We cannot agree that Cervantes was an accurate observer of gypsy ways. His treatment of the race was as romantic as Cooper's attitude toward the North American Indian. Compare Cervantes' description of the picaresque life of Seville, which he really knew, with his account of the Gypsies, whom he knew but slightly, and the difference is startling.)

**Revista bimestre cubana**, XII, 3, May-June—S. I. Barberena, *Dos palabras acerca de uno de los hechos que se han alegado para establecer que Colón era Español.*

5, Sept.-Oct.—Fernando Ortiz, *La entrada de Cuba en la guerra mundial.* (Extracto del *Diario de Sesiones del Congreso.* Evidently Cuba entered the war with much enthusiasm.)

**Bulletin of the Pan-American Union**, July—W. A. Reid, *South American Port Improvements—East Coast.* Habana: *The Greatest Club City in the World.* L. E. Elliott, *Brazil: Today and Tomorrow.*

Aug.—W. A. Reid, *South American Port Improvements—West Coast.* J. B. Moore, *The Work of the Pan-American Financial Conference.* *Famous Seaside Resorts: Mar del Plato and Pocitos.*

Sept.—J. E. Pogue, *The Turquoise in Spanish America.* *The First Automobile Trip over the Andes.* T. de Booy, *Eastern Part of the Dominican Republic.*

Oct.—*The Growing Spirit of Pan-Americanism.* E. Albes, *Montevideo: The City of Roses.* H. M. Wright, *Through the Marvelous Highlands of Guatemala.* W. A. Reid, *Bolivia's Railways—Progress and Prospects.* H. E. Bard, *Scientific Teaching of Spanish and Other Languages.* (The author's interest in language is solely utilitarian.)

Nov.—W. A. Reid, *The Call for Foods: South America's Answer.* H. M. Wright, *Through Costa Rica, the Magnificent, on a Motor Car.* *The Schoolmaster of Trade.* G. F. Kunz, *Platinum—with Especial Reference to Latin America.* T. de Booy, *The Town of Baracoa and the Eastern Part of Cuba.*

Dec.—H. M. Wright, *Nicaragua, Land of Enchanted Vistas.* *Travels in Ecuador.* H. A. Reid, *Peruvian Prosperity.* *Mr. Root on the Monroe Doctrine.*

**Cuba Contemporánea**, XV, 1, Sept.—Julio Villaldo, *Nuevas orientaciones de la juventud cubana.* L. López de Mesa, *El alma de América.* E. J. Varona, *La crítica en crisis.* P. Henríquez Ureña, *La república dominicana.* A. Hernández Catá, *El pasado (Drama en un acto).* M. F. Cestero, *Los Esclavos entre las naciones.* B. G. Barros, *La caricatura en Sudamérica.*

2, Oct.—M. Henríquez Ureña, *Problemas de nuestra América.* *Lecturas de Burge y Rodó.* A. Castillo Plaza, *Acercas del Mundo Nuevo.* R. Martínez Ortiz, *Juicio acerca de los sucesos políticos de Cuba en 1906.* M. Romero Navarro, *Guillermo Hickling Prescott (1796-1859) historiador de España.* Nicolás de Cárdenas, *Verdades sabidas y olvidadas.* Alfonso Reyes, *Libros y libreros en Madrid.* M. F. Cestero, *Los Esclavos entre las naciones.* J. L. Lupus, *El Progreso de la verdad en juicio de las obras literarias.*

XVI, 1, Jan.—C. de Velasco, *Educadores.* A. Iraizoz, *El sentimiento religioso en la literatura española.* R. de Cárdenas, *La política de los Estados Unidos en el continente americano. Primera parte.* (Sympathy shown by the United States toward the infant republics of South America. How the Monroe Doctrine was promulgated.) A. Reyes, *José Ortega y Gasset.* ("Si Baroja es un tartamudeo de disgusto y Azorín es un balbuceo sentimental, si

Valle Inclán es una resonancia preciosa y Ramiro de Maetzu una libre charla europea, Pérez de Ayala es la literatura misma y Ortega y Gasset es un pensamiento vigoroso, junto al cual apenas se oyen la divagación un tanto flemática de aquél o la crónica desabridilla del de más allá.")

2, Feb.—M. G. Moreno, *El régimen parlamentario y la reforma constitucional*. L. Rodríguez-Embíd, *Breves exégesis actuales, II*. A. Hernández Catá, *La Dolorosa. Novela*. E. Rodríguez Lendián, *Un corazón y un carácter: Sola*. M. F. Cestero, *Ensayos críticos: "Pensando en Cuba."* *En el segundo aniversario de la muerte de Sola. Juicios acerca de su obra.* (Appreciations written by various prominent Cubans on the life and writings of this brilliant young publicist and patriot.)

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### III. BIBLIOGRAPHICAL NOTES

The Casa Editorial Calleja is showing an activity, various aspects of which will be of considerable interest to teachers of Spanish. In the first place, it is publishing three series of *Cuentos en colores*. The volume entitled *Calleja: Cuentos en colores: El Visir y la Mosca; Lillekort; Los dos Ladrones* is a beautifully illustrated quarto of sixty-three pages. The second and third series are small volumes, approximately duodecimo in size, but also attractively illustrated. Of the second series we have seen only No. 3, a children's story, *Pelusilla*, by May Byron. Of the third series five volumes have already appeared. In addition to the well-known works, *Uncle Tom's Cabin* and *Gulliver's Travels*, which are given in abbreviated form, there are selections from the *Fables* of LaFontaine, and from the *Fairy Tales* of Perrault and of Madame D'Aulnoy, in the last two cases presenting to us in Spanish dress such old favorites as Princess Golden Locks, Little Red Riding Hood, Puss in Boots, Cinderella, and Hop o' My Thumb. The language of these translations is more difficult than we should ordinarily approve of for young children. Nevertheless, because of their familiarity with the content of the stories, we believe that the children would enjoy them heartily. Whether one care to use them in class or not, they should form admirable material for outside reading. All these books will be found in the bibliographical list published in this number.

In its *Biblioteca Calleja, Segunda Serie*, the same house publishes, or intends to publish, each month, three volumes representing three distinct types. In one group there will be anthologies. Each volume will contain selections from a single author. If the author be still living, he himself will make the selections, and will supply the volume with an autobiographical and autocritical prologue, and with comments concerning the work to which each selection belongs. If the author in a given case be dead, this biographical and critical material will be supplied by a leading living critic, who will also make the selections. These volumes will sell, bound in cloth, for 2.50 pesetas. In another group the volumes will contain an *entire work* of some living

author, published in cloth at 1.50 pesetas. The third group will consist of volumes devoted to the classics. These editions will be serious but not erudite. The text will be given entire, in accord with the latest studies, the orthography will be modern, and there will be explanatory notes and a prologue by some well-known scholar. Here again the price of the volumes, bound in cloth, will be 1.50 pesetas.

The same house publishes two dictionaries that will be of interest to our teachers. The *Diccionario Castellano de Bolsillo*, copyrighted in 1918, is a compact little volume, printed with clear type on paper that is opaque and yet so thin that its 1806 pages do not make the volume unmanageable. The *Nuevo Diccionario manual, ilustrado, de la Lengua Castellana* is a kind of dictionary and encyclopedia that will be found useful even by those who possess the *Pequeño Larousse ilustrado*, (by Miguel de Toro y Gilsbert), which latter should, of course, be in the hands of all of our teachers.

Naturally all progressive teachers hope some day to possess the Academy's Dictionary. The expense will in many cases be a drawback, or an insurmountable obstacle. Meanwhile such teachers may possess their souls with patience if they are able to obtain the *Diccionario de la Lengua Española*, published by the house of Sopena in Barcelona. The scholar in charge of this fine book is the well-known classicist José Alemany y Bolufer, a member of the Royal Spanish Academy and professor of Greek at the University of Madrid. The volume contains all the words included in the fourteenth (the latest) edition of the Academy's Dictionary, and some 40,000 more that are sanctioned by good usage, although not yet accepted by the Academy. Among these 40,000 are 25,000 Americanisms and many technical terms. In view of our growing appreciation of things Hispano-American, these latter items are a very welcome and helpful addition. Many a teacher will be grateful to find in the appendix a complete set of paradigms of the Spanish verbs, regular and irregular, with an alphabetical list of verbs in current use, accompanied by a reference to the type of verb they follow in their conjugation. The volume contains 1760 pages (7 x 9 $\frac{3}{4}$ ) and costs, bound in full cloth, only ten pesetas.

All of our teachers will be glad to avail themselves of the opportunity to secure copies of masterpieces of Spanish literature well-edited, well-printed, and neatly bound at a moderate price. These advantages are all to be found in the attractive volumes of the *Clásicos de la literatura española*, published by Ruiz Hermanos of Madrid. The volumes are sold at 1.50 pesetas. They are cloth-bound duodecimos, the kind of volume best loved by the real book-lover, because, to paraphrase one of our great writers, they can be carried in the pocket or conveniently held in the hand and read while one stands with his back to the open fire-place. The volumes that have come to our attention are: *La Historia de los dos enamorados Flores y Blancaflor* (to which is added, by way of appendix, the chapter from the *Gran Conquista de Ultramar* that contains the list of the descendants of the two lovers); *Lazarillo de Tormes*; Juan Ruiz de Alarcón y Mendoza, *No hay mal que por bien no venga*; Antonio García Gutiérrez, *El Trovador*

(with an appendix giving five hitherto inedited letters of the author to the celebrated composer Emilio Arrieta, uncle of the editor of this volume); Fray Luis de León, *La Perfecta Casada*; Tirso de Molina, *La Villana de Vallecas*; Lope de Vega, *Peribáñez y el Comendador de Ocaña*; and José Zorrilla, *Sancho García*. Each volume is equipped with an introduction, notes, and a bibliographical note by the well-known scholar, the Excellentísimo Sr. D., Adolfo Bonilla y San Martín of the University of Madrid.

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